

# THE ADMINISTRATION *of* HIGH SCHOOL ATHLETICS

*by*

CHARLES E. FORSYTHE, A.M.

*State Director of High School Athletics  
Michigan High School Athletic Association  
Department of Public Instruction*

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## Preface

**T**HIS BOOK was prepared to aid two groups of people: first, those who expect to become teachers, supervisors, or directors of physical education and athletics; and, second, those who are already in the field administering high school athletic programs.

The reader will not find this a treatise on coaching procedures. It is assumed that the coach comes to his job with both technical knowledge and playing experience. The purpose, rather, is to offer practical suggestions and guides for managing the business affairs of an athletic program, thus allowing the coach to devote major attention to the boys whom he coaches.

Items discussed deal with national, state, and local policies concerning athletic eligibility, contest management, equipment, awards, finances, budgets, safety, layout and maintenance of facilities, intramurals, girls' athletics, junior high school athletics, and current athletic trends. Figures and tables illustrating and explaining some of the more progressive policies now in effect in schools or state associations have been included.

The author is indebted especially to Dr. Elmer D. Mitchell, of the University of Michigan, for his inspiration and advice in preparing this book. Acknowledgment is made to Principal Dwight H. Rich, of Lansing (Michigan) Eastern High School, and to Principal L. L. Forsythe, of Ann Arbor (Michigan) High School for their suggestions concerning arrangement and content. The author also wishes to express his appreciation to those authors, publishers, and

executives of state athletic associations and schools, who so kindly consented to the inclusion of some of their material.

The effort expended in the preparation of this book will have been justified, as far as the author is concerned, if it serves the single purpose of helping to raise the administrative standards of the athletic programs in American high schools so that they are of greater educational value to the students who participate in them than they otherwise might be.

CHARLES E. FORSYTHE



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## Editor's Introduction

THE NEED for a book giving a general treatment of high school athletics has so long been felt that the appearance of the present volume is most timely. It is particularly appropriate, also, that this long-awaited book should be prepared by a man who has had many years of practical experience in this field.

Charles E. Forsythe, the author, was himself a player on athletic teams, both in high school and in college. Later he had experience as an athletic coach and as faculty manager of high school teams. In his present position, that of State Director of High School Athletics in Michigan, he has had the opportunity to gain experience in handling all types of athletic problems. His work in building up high standards of athletic competition in his state has won him the confidence of all individuals concerned with athletics—coaches, players, officials, and school administrators. Moreover, he has a broad viewpoint of athletics in their relation to the general program of education and has striven not only to perfect athletics for the select players but also to broaden the athletic program for the many.

As one reads the pages of this book, he is impressed by the importance of athletics as an institution of modern life. He finds that administrative duties and responsibilities are many and varied. The book explains the accepted practices and usages and also many unusual ones as well. In this respect the author has done a tremendous amount of work not readily apparent on the surface. For the reader's convenience, a nation-wide collection of diverse rules has been

boiled down into clear and concise form. The volume is characterized, then, not only by authenticity, but by clearness, conciseness, comprehensiveness, and splendid organization. All ideas pertinent to the subject of school athletics will somewhere be found incorporated in it.

Athletics have been called the *one* contribution of the students themselves to American education. The students brought to school life the buoyancy, enthusiasm, and zest for adventure that is characteristic of healthful youth. Nevertheless, under student administration the management of athletic finances and schedules early got out of control. Faculty friends, however, were present to exercise friendly guidance, to supply the necessary restraints, and to develop standards for control of this educational "orphan." The story of athletics in the schools is therefore the story of a long struggle to build up standards—standards under which competition can be carried on with ethical relation and high principles pervading the conduct of players, school officials, and crowds.

Such idealistic aims are not easy to realize in an activity accompanied by keen rivalry and emotional tension. Yet, to one who has seen athletics in their early settings, the standards of behavior and sportsmanship today are so high in comparison that it is easy to become an optimist in regard to the future of athletics in our schools. It must be remembered, however, that there are limitations to the power of rules. In the final analysis, only ethical idealism and mutual confidence of all concerned can bring to school athletics the fullest realization of the educational implications involved.

The benefits of athletic sports in regard to health, character, citizenship, and recreational enjoyment have been amply treated by the author in this book. It is sufficient here only to note that these educational advantages are at-

tributed to athletics and other forms of physical recreation by progressive schoolmen of the day. This recognition accounts, in large measure, for the present emphasis placed on "Athletics for All." The intramural program, discussed by the author in a practical way, extends the benefits of athletics to larger and larger numbers of participants and attempts to find for each student some athletic interest and some measure of satisfaction in physical prowess and accomplishment.

How this progress has been made and how local, state, and national athletic organizations are vigilantly seeking to promote school athletics throughout the United States is the theme of this work. To conclude, *The Administration of High School Athletics* is a practical book needed by the educational profession, and Charles E. Forsythe is ably qualified by experience and broad educational vision to write it.

ELMER D. MITCHELL



## CHAPTER I

# History and Objectives of High School Athletics

### Development of the Control of Athletics

**A Challenge Accepted.**—Athletic competition in our high schools has come to be an American tradition and institution. In no country in the world has there been the development in intercollegiate and interscholastic athletics that is to be found in the United States. England's schoolboy games antedate those in America and our major emphasis, until comparatively recently, has been competition between schools by the selected few. In England "the game's the thing" in their schools, with interschool competition, in its limited way, being the outgrowth of what corresponds to our intramural programs. In some respects the English plan is more logical and defensible than ours has been. On the other hand, the higher degree of selectivity of students in English schools makes their athletic problems and policies vastly different from those in the United States where an American high school is, in reality, a cross section of the community in which it is located.

Like most of the changes in policy, curriculum additions, and emphasis, athletics have come into the schools "from the outside." Communities, generally, have been instrumental in adding such courses as commercial work, mechanical and industrial arts, physical education, music, and the like, to the curricula of their schools. Likewise, communities and student interest have added competitive athletics to high school programs. It is significant that, although athletics

came into our schools with a decidedly professional and perhaps questionable heritage, today our interschool games have reached unprecedented high amateur and ethical levels. This has been owing, in a large measure, to the unceasing efforts of schoolmen to develop and improve standards of athletic competition. And all this has been accomplished, in most cases, in much less than half a century. Most of us have but to refer back to, or visit with someone about, the "good old days" when everyone from the superintendent to the janitor played on school teams. Experience showed that efforts should be made to establish an American sport heritage which would keep the games and players at their best, so our colleges and high schools were asked to take over the job. It didn't take long to establish interscholastic athletics on an educational basis in the schools of the nation. Since then the problem has been to maintain proper perspectives as they involve player, spectator, school, and community.

**The High School Athletic Pattern.**—When this new phase of school activity came into being it was not accepted alike by all. Many schools, in the smugness of their historical backgrounds, had no time for this new and nonacademic orphan. Others seized upon it as a means of bolstering their institutions and attracting interest and attention to them. Naturally, public and private high schools and preparatory institutions developed different ideas as to the functions of their athletic programs and activities. With these differences in aims came differences in methods of control not only within schools but also in relations between schools.

As a result of these differences there developed throughout this country organizations set up by schoolmen themselves to control as well as to settle their athletic problems. This occurred, in a limited way, prior to the turn of the nineteenth century, but it received its real development in the early

nineteen hundreds. Naturally, high schools took their athletic programs and, to a large extent, their policies from the universities and colleges of the country.

This was fortunate in some respects but unfortunate in others. It was fortunate in that it enabled high school men to follow patterns which, in most instances, had been generally successful. It was unfortunate in some cases because high schools attempted to take over en masse and in total the athletic programs of institutions of higher learning. This brought about legitimate charges of overemphasis and resulted in an unbalanced growth of competitive athletics in many schools. Schoolmen also soon began to realize that, in the same proportion that there were academic and social differences between high school and college students, so there were corresponding differences in their athletic capacities and possibilities. It was a wholesome sign for high school athletics when these differences were realized and, as a result, new policies were formulated which had the high school student as their major consideration.

**Four Phases of Direct Athletic Control.**—From a chronological standpoint it would be ideal to say that local schools first set up standards by which their interschool athletic competition was maintained. Such was not the case. First, schools were influenced by local communities to a large extent in the activities they sponsored as well as in the schedules and policies they adopted. Likewise, policies in effect in a school against which another school competed affected its standards and policies. Thus, it would seem logical to assume that the second step was that two or more schools, or larger groups of schools, organized themselves into associations, leagues, or conferences which set up standards, policies, or regulations under which their competition was governed. This was only partially true. It is not to be inferred that no such groups were organized. Many such were

formed, but records do not reveal that they were especially influential in establishing general athletic eligibility regulations which persist today.

As athletics developed in interest and in scope, it was natural that contests were arranged between schools which did not belong to their local associations of limited membership. With greater range in competition, owing in many instances to improved means of travel, it became apparent that different groups had different standards for their athletic teams. These differences included scholastic regulations, age and previous play requirements, amateur standing, transfer and time of enrollment of students, and the like. It developed, therefore, that, if schools were to compete under uniform regulations, some form of organization larger than local units was imperative. The result of this need was the formation of state-wide athletic associations which represent the third phase of control. Most of these were voluntary organizations, but they set up standards to which their members had to adhere in order to retain membership. It is an accepted fact that the growth of high school athletics to their high plane of today has been largely the result of outstanding pioneer work done by schoolmen of the nation who were instrumental in the formation of state-wide organizations for the supervision and control of interscholastic athletic activities.

In the same way in which it was realized that benefit would result from local groups organizing into state groups, so it was apparent that a national organization could serve a useful function. Thus, the fourth control agency appeared; and in 1920 the National Federation of State High School Athletic Associations was organized.<sup>1</sup> As its name implies, this body is an organization of state athletic associations rather than of individual schools. It has done much to raise athletic standards in certain sections of the country

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<sup>1</sup> Organized at Chicago, May 14, 1920.



as well as to promote greater uniformity in athletic regulations. Thirty-three of the forty-eight states in the nation were members of the National Federation during the 1937-1938 school year.<sup>2</sup>

**An Additional and Usually Undesirable Phase of Athletic Control.**—From the preceding statements it might be inferred that all the problems of athletics could be settled by tracing them to their conclusions through the four phases of athletic control which have been briefly outlined. Such is not the case, as much as it might be desired. While educators very properly are promoting and defending athletics on an educational basis, yet it must be realized that there may be inherent differences between this and other school subjects. At least, athletics usually attract the attention of the public to a degree greater than most other school activities. In this connection school authorities sometimes have become involved in difficulties of a serious nature when public or "downtown interests" have been a part of the policy-forming agency of the athletic program. Specifically, this means that local nonschool groups have, in some instances, become dictatorial because of financial interests. Bond sales for the construction of local stadiums, sponsorship of high school teams by local merchants, organization of "downtown coaches' associations," and so on, all may seem proper at their time of inception but they may have decidedly improper implications. That school which keeps the administration of its athletics on the same plane as its administration of other school functions will find itself much further ahead from an educational and scholastic standpoint. As a policy the school should keep the public informed and should invite the public to the contests, but the school should keep the control of athletics in the school itself. Impress upon the

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<sup>2</sup>See Chapter II for details of organization and functions of the National Federation of State High School Athletic Associations.

public at all times that the athletic program is primarily for the participants and student body.

### Objectives of Athletics

**General Objectives.**—With interscholastic athletics as they exist at present in most sections of the country, it is apparent that a study of athletic objectives should include the participant, the school and student body, and the community. By “objectives” is meant the goal or the end to be realized, and in athletics, especially, it is important that the “end” be thoroughly understood by the three parties mentioned above. It is necessary, therefore, that the participant, the school, and the community know in advance what is anticipated during a specific season. This does not mean that the objective of a football, basketball, or baseball season should be to win a definite number of games or to place in a certain position in a league. Neither is it to be assumed that the season is to be considered a success or failure depending upon the number of victories. But, rather, the goal might be set up as a series of contests with neighboring schools which have as their chief purpose: friendly rivalry, new friendships, playing skills, good sportsmanship, and improved community relations. If objectives such as these, together with possible added benefits from each of them, are established, it is difficult to imagine a season in any sport which could not rightly be judged a success. These are general rather than specific objectives, but their generality actually makes them easier of attainment than more specific ends would be.

**Athletic Objectives for the Participant.**—What should be the objectives or ends to be realized for participants themselves in any athletic program? One might answer this question by saying that what the participant realizes from the game will depend upon what he puts into it. The pur-

pose here is to consider what we educators have set up as objectives for those who will be participating under our direction, rather than to leave the statement of aims or ends to the students themselves. The following list of participant objectives, while not all-inclusive, points out some possible achievements:

1. Opportunity to learn new games.
2. Improvement in playing skills.
3. Development of physical vigor and desirable habits in health, sanitation, and safety.
4. Opportunity to make real friendships with squad members.
5. Opportunity to widen a circle of friends by acquaintance with members of opposing teams and to visit and play in other communities.
6. A chance to observe and exemplify good sportsmanship.
7. Realization that athletic competition is a privilege which carries definite responsibilities with it.
8. Association with real gentlemen and true sportsmen in the persons of athletic coaches.
9. A chance to enjoy one of the greatest heritages of youth—the right to play.
10. To learn that violation of a rule of the game brings a penalty—and that this same sequence follows in the game of life.

A significant statement of what participation in athletics meant to one student is summed up by Victor Kennard:<sup>3</sup>

1. I learned to control my temper.
2. I learned to exercise judgment, to think quickly and act decisively.
3. I learned the meaning of discipline, to take orders and to carry them out to the best of my ability without asking why.

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<sup>3</sup> *Oklahoma High School Athletic Association Bulletin*, March,

4. Through the training I received I had regular habits knocked into me.
5. I learned to meet, know, and size up men.
6. I learned to smile when I was the most discouraged fellow in the great wide world.
7. I learned the importance of being on time.
8. I learned to better control my nerves and feelings and to demand the respect of my fellow-players.
9. I learned to work out problems for myself, and to apply my energy more intelligently.
10. I secured a wide friendship which money cannot buy.

#### **Athletic Objectives for the School and Student Body.—**

As indicated earlier in this chapter, athletics were not accepted alike by all schools when they first assumed their control and incorporated them in their programs. Many felt that they were just another burden in an already crowded program. Of course, this was not true in all instances. James E. Rogers, Director of the National Physical Education Service and the National Recreation Association, enumerates the four stages through which school athletics have, or will have passed:<sup>4</sup>

Today as we look over the country there are still a few superintendents and school administrators in the first period of opposition to the school athletic program. There are other school leaders that are simply tolerating athletics and are twenty years behind the times. There are others who are just beginning to cooperate as we started to do ten years ago. But in the next ten years, the final stage is to develop the educational possibilities of physical education and to make it a definite school subject under regular school authorities. This does not mean of course that we will have no high school athletic associations both local and state. It means that we will have student interest and student leadership and we will have committees and leagues, but actual administration of the athletic program will be treated for its educational values and hence will be relieved from the annoyance of outside interference.

Many times the question is asked of school administrators: "Why do you have, and what benefits are derived from,

your interscholastic athletic program?" Answers vary with individuals. Some will condemn the program as being of no educational value. Others will, as indicated by Rogers, express an attitude of toleration. In most cases, however, the school administrator who has the athletic program under proper control is enthusiastic about it. One might well make the inquiry as to what constitutes "proper control" of the athletic program from the standpoint of the school or student body. Following are some of the salient factors:

1. Athletics should occupy a position in the curriculum comparable to that of other subjects or activities.
2. Make athletics educational.
3. Use athletics to promote a fine school morale.
4. Create proper student interest by enlisting student aid at contests.
5. Treat all visiting schools as guests.
6. A school's program in athletics, and the sports which it sponsors, should be based on:
  - (a) The number of available students;
  - (b) The financial ability of the school to equip its teams properly;
  - (c) Its ability to furnish competent instruction and wise leadership.
7. The athletic program should be an aid to school administration rather than a source of trouble
8. There should be associated with the interscholastic athletic program a comprehensive plan for intramural activities.
9. The athletic program should be broad rather than narrow in its scope. It should include as many activities as possible in order to interest more students.
10. In general, there should be no distinction between so-called major and minor sports. Each sport is of equal importance to the boy participating in it.

11. *The school policy should be definite so that athletes will not expect special privileges. If none are given, none will be expected.*

12. *Sportsmanship, fair play, and good school citizenship should be the objectives of all athletic programs.*

**Athletic Objectives for the Community.**—The community in which a school is located should realize that there are at least two parties that should be satisfied in the school athletic program before the interests of the community are to be given any consideration. These are the two that have just been discussed briefly, namely, the participant, and the school with its student body. Under no circumstances should community interests be considered if they do not coincide with the well-being of the participant. In all cases his welfare should come first. If the wishes of the community fit in with generally accepted standards for participants, then the former may be reviewed. In other words, if the policies as set up by the school are in accord with community interests in a particular instance then a happy and fortunate situation indeed exists. During the last few years there has been an increasingly large number of schoolmen who have been able to educate their communities to the fact that the athletic program is a phase of the school program. When that end has been realized it not only has made control of the athletic program easier, but it has made possible a much better approach to school patrons on other educational matters. Usually, the community will conduct itself athletically, just about on the plane that the school administration has set up the athletic program educationally. To summarize community athletic objectives, the following might be listed:

1. **Communities should realize that control of, and responsibility for, school athletics rests entirely with school authorities.**

2. School athletics should furnish a recreational opportunity for the general public only in so far as a community is willing to see that program conducted solely for the benefit of student competitors and student spectators.

3. Communities should judge the success of the season on the number of participants and spectators, new skills acquired, and good citizenship and good sportsmanship taught, rather than on numbers of games won and lost.

4. Communities constantly should keep in mind the fact that, primarily, an athletic contest is a part of a school program because of its educational implications. When it ceases to have educational value it should cease to be a school function.

## CHAPTER II

# The National Federation of State High School Athletic Associations

### Formation of the National Federation

**Inception and Organization.**—The claim is made by the National Federation of State High School Athletic Associations that it represents the largest organized body of amateur athletes in the world. Certainly this statement bears weight when it is considered that thirty-three of the nation's state high school athletic associations were members of this organization during the 1937-1938 school year. As stated in Chapter I, this organization came into being in 1920, when an <sup>1</sup>

Initial meeting for the organization of an interstate association for the control of interstate high school games was held at the City Club, Chicago, May 14, 1920. A constitution and by-laws were adopted and Mr. George Edward Marshall, Principal of the Davenport, Iowa, High School was elected president and Mr. L. W. Smith of Joliet, Illinois, secretary-treasurer. Mr. Marshall served as president continuously up to the time of his death on December 7, 1932. Mr. Smith moved out of the jurisdiction of the Federation in 1928."

Alabama	Florida	Iowa <sup>2</sup>	Mississippi
Arizona	Georgia	Kansas	Missouri
Arkansas	Idaho	Louisiana	Montana
Colorado	Illinois <sup>2</sup>	Michigan <sup>2</sup>	Nebraska
Connecticut	Indiana	Minnesota	New Mexico



New York	Oklahoma	South Dakota	Washington
North Dakota	Oregon	Tennessee	West Virginia
Ohio	Pennsylvania	Utah	Wisconsin <sup>2</sup>
			Wyoming

The officers of the National Federation for the school year 1937-1938 follow. It will be seen that they represent a wide scope as far as the state association memberships are concerned.

President . . .	E. R. Stevens, Independence, Kansas
Vice President	L. L. Forsythe, Ann Arbor, Michigan
Secretary-Treasurer	C. W. Whitten, Chicago, Illinois

Members of the Executive Committee:

R. E. Rawlins .	Pierre, South Dakota
W. B. Spencer	New Haven, Connecticut
P. A. Jones	Sharon, Pennsylvania
E. S. Bowlus	Brookhaven, Mississippi
H. R. Adams . . .	Hyrum, Utah

## Purpose of the National Federation

**Protection of Athletics.**—The National Federation was the outgrowth of the feeling of schoolmen that a national step should be taken by them to keep athletics in the schools. There was evidence that outside interests, both academic and commercial, had designs peculiar to their own advantages. While local state athletic associations could control matters within their own borders, it was difficult to secure uniformity of action without uniformity and unity in organization. Thus, its object as stated in the Constitution <sup>3</sup> reads:

The object of this Federation shall be to protect and regulate the interstate athletic interests of the high schools belonging to the various associations and to promote pure amateur sport.

As indicated in the above statement, the National Federation has concerned itself largely with the protection and regulation of the interstate interests of member schools of its organization. This has been a most valuable service, and in it probably lies its greatest contribution. An annual meeting is held, known as the National Council meeting, and one representative from each member state may vote on all legislative matters. At the meeting of the National Council held in 1929, a set of Recommended Minimum Eligibility Requirements<sup>4</sup> was adopted. These recommendations have been important factors in raising athletic standards in many states. The Minimum Eligibility Recommendations include rules dealing with the following: twenty-year age; eight-semester limitation; scholarship and consecutive semester attendance; amateur standing; independent team participation; transfer; recruiting; enrollment; athletic award; grades; physician's certificate and parental consent; and coaches.

### Accomplishments of the National Federation

Since its inception in 1920 the National Federation has grown from its charter membership of four states to include nearly three-fourths of the state organizations in the United States. It is significant also that its roster extends from the Atlantic to the Pacific and from the Gulf to the Great Lakes. In addition to its growth in size there have been numerous matters with which the Federation as a national body has concerned itself. While there are differences of opinion as to the proper scope and jurisdiction of some of its activities, the fact remains that conscientious efforts have been made to accomplish what have been believed to be legitimate ends. A brief review of some of the accomplishments of this gi-

<sup>4</sup>*Ibid.*, pp. 11-14.

gantic athletic body will best serve as the basis for discussion of them.

**Elimination of Outlaw Team Competition.**—One of the early accomplishments of the National Federation was the elimination of outlaw teams by means of mutual agreement of state associations not to permit member schools to compete with such teams in other states. This soon resulted in their disappearance, and credit must be given the National Federation for this accomplishment. Such a policy also was of benefit to state organizations because it resulted in emphasizing the importance and value of schools' membership in their local state associations.

**Development of Greater Uniformity in Eligibility Rules.** When the National Federation was formed, an opportunity was presented for mutual exchange of eligibility and administrative procedures in effect in various states. This resulted in the pooling of many ideas. The National Federation list of recommendations for eligibility rules was prepared. Many state associations set up their regulations conforming to national recommendations to a large extent. While there are variations in eligibility rules in different states, still, the great degree of uniformity that exists today is a result largely of the clearing house which was provided by the National Federation discussions.

**Elimination of National Championships.**—Among the first problems which came to the attention of the National Federation was the need for a critical appraisal of so-called national championships. A number of considerations led the Federation to action. Appeals were being received from some of these states far from the scene of national tournaments or meets. Complaints were made by them that loss in school time, extra competition, and tremendous expense involved in sending their teams to these national interscholastics were not consistent with good educational procedure.

There was a feeling, too, that possibly high school athletes were being exploited by the institutions or commercial interests sponsoring these events. It was felt also that the determination of state championships gave a sufficient climax to a season. In fact, some states did not desire that athletic contests be carried even to that conclusion. As a result of these considerations the National Federation has taken action to prohibit schools which are members of state associations affiliated with the Federation from taking part in so-called national championship meets. No such meets are now approved by it. For the most part, educational institutions and other interests which formerly conducted such meets or tournaments have coöperated in a fine manner, and now national interscholastic championships seem to be almost forgotten.

**Sanction of Interstate Meets and Tournaments.**—In some sections of the country there were interstate or regional meets and tournaments which actually were vicious in character. They had all the evils of national championships but were more local in nature. They were "wild-cat" affairs in every sense of the word. Usually, these events were conducted by some not too scrupulous institutions with little or no attention being paid to welfare of participants or generally accepted eligibility rules. Outlaw teams often were allowed to participate, and local state associations many times were powerless to stop their member schools from taking part in them. This undesirable practice has been stopped almost completely by present National Federation regulations. Now a meet or tournament management which invites schools from two or more states must have its plans approved by the Executive Committee of the National Federation. This sanction consists of approval by the local state association of the state in which the event is located as

well as sanction by the state associations of states from which schools are invited to attend. This procedure insures mutual approval by all state associations concerned.

Application for Sanction of Multiple Interstate Interscholastic Athletic Meet	
BY THE	
National Federation of State High School Athletic Associations	
(This application should be filed out in duplicate and BOTH COPIES forwarded to the executive officer of the state high school athletic association of the state in which the meet is to be held AT LEAST 30 DAYS IN ADVANCE OF THE MEET)	
<b>Mr. C. W. Whitten, Secretary-Treasurer,</b> Nat'l Fed. of State High School Ath. Assns., 11 So. La Salle St., Chicago, Ill.	<b>P. O.</b> _____ <b>Date</b> _____
On behalf of _____ <small>(Institution conducting the Meet)</small>	
I hereby apply for the official sanction of the National Federation of State High School Athletic Associations for the: _____ <small>(Name and kind of Meet)</small>	
to be held at _____ ON _____, 193 ____	
It is expected that schools will be invited from the following states only _____	
In consideration of the issue of this sanction by the National Federation I agree: <ol style="list-style-type: none"> <li>1 To admit to the meet competitors from only such high schools as are members in good standing of their respective state high school athletic associations</li> <li>2 To require that there be submitted for all competitors eligibility certificates on the official blanks of their respective state high school athletic associations signed by their high school principals and endorsed by the executive officers of the states in which the certificate originates</li> <li>3 To limit prizes to such as are permitted by the various state high school athletic associations</li> <li>4 To furnish to the secretary of the National Federation such reports of the meet as he may desire for his files</li> <li>5 To refrain from inviting competitors from any state where requested so to do by the executive officers of the state high school athletic association.</li> </ol>	
Signed _____ Official Position _____	
<b>STATE EXECUTIVE RECOMMENDATION</b>	
P. O. _____ Date _____	
I have examined the foregoing application and accompanying documents and recommend that the sanction be GRANTED WITHHELD (Note: If you recommend that sanction be withheld, be sure to accompany your recommendation with a letter giving full explanation.)	
Signed _____ Official Position _____ State _____	
<b>OFFICIAL ACTION OF EXECUTIVE COMMITTEE</b>	
Chicago, Illinois, _____, 193 ____	
This application has been approved by and is sanctioned for the states of _____	
Under this sanction you are not authorized to invite schools from _____	
By _____ <small>Secretary-Treasurer</small>	<b>THE EXECUTIVE COMMITTEE,</b> Nat'l Fed. of State High School Ath. Assns.
(These blanks may be obtained from the Secretary of the National Federation Address given above)	

**Fig. 1.—Application Blank for Approval of Interstate Meet. (National Federation of State High School Athletic Associations)**

The policy of sanctioning meets has resulted in the elimination of numerous undesirable meets and tournaments and has guaranteed to competing schools that only bona fide schools which are members in good standing of their respective state associations will be competing. It also insures that accepted regulations regarding competition will be followed. In general, a policy has been followed of sanctioning only such meets as are sponsored by educational institutions. States have appreciated this National Federation accomplishment because it has aided them in the administration of their local athletic programs, and they have been strict in insisting that their member schools adhere to this regulation. (See Figure 1, Interstate Meet Approval Blank.)

**Scheduling of Interstate Contests.**—With the growth in influence of the National Federation, it has made itself a valuable aid to state associations in connection with single interstate contests. Its regulations simply provide that, in games between schools in different states, local state association regulations obtain for each school. No school, however, may compete against a school in another state unless that school is a member of its state association, provided it is eligible to membership.<sup>5</sup> Schools, of course, are not barred from competing with other schools in states in which no regular state athletic association exists or with schools which are not eligible to join state associations in their home states. Inquiry may be made to executive officers of state associations concerned regarding eligible schools for interstate games or to the secretary of the National Federation who will furnish this information. A school under suspension from its local state association, because of violation of state regulations or for other reasons, may not be scheduled for any athletic contest by a school in another state whose state

<sup>5</sup> *Ibid.*, pp. 7-8.

association is a member of the National Federation. (See Figure 2, Interstate Game Contract.)

**Writing of Playing Rules.**—Approximately two-thirds of the states which are members of the National Federation

*National Federation*  
OF  
*State High School Athletic Associations*

## Official Contract for Interstate Games

The \_\_\_\_\_ High School of \_\_\_\_\_  
(City or High School) (State) (Date)  
 AND  
 The \_\_\_\_\_ High School of \_\_\_\_\_  
(City or High School) (State) (Date)

Bills of said schools being members in good standing of their respective State High School Athletic Associations  
 Hereby Enter into a Contract for

\_\_\_\_\_ GAMES OF (OR CONTESTS IN) \_\_\_\_\_ TO BE PLAYED AS FOLLOWS

One Contest, to be held at \_\_\_\_\_ on \_\_\_\_\_, 19\_\_\_\_  
(City) (State) (Date)

One Contest to be held at \_\_\_\_\_ on \_\_\_\_\_, 19\_\_\_\_  
(City) (State) (Date)

- (1) The Rules of the National Federation of State High School Athletic Associations are a Part of this Contract
- (2) Each participant in these contests must be eligible under the rules of the State High School Athletic Association of his own state. And not less than five days before each contest the principals of the respective schools shall exchange eligibility lists, using the official blanks of their respective state associations, certifying to the eligibility of all athletes who are to participate
- (3) The suspension or termination of its membership in its state association by either of the parties to this contract shall render this contract null and void
- (4) Financial terms \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (5) Officials shall be chosen as follows \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Agreed to and signed this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_

THE \_\_\_\_\_ HIGH SCHOOL      THE \_\_\_\_\_ HIGH SCHOOL  
 By \_\_\_\_\_      By \_\_\_\_\_  
 \_\_\_\_\_      \_\_\_\_\_  
 Principal      Principal  
 \_\_\_\_\_      \_\_\_\_\_  
 Manager      Manager

Fig. 2.—Official Contract Form for Interstate Games. (National Federation)

used football rules during 1937 and 1938 that were formulated by a football rules committee of that organization. This activity began as an experimental proposition when, for various reasons, it was found impossible to effect the organization of a joint committee to write football rules for the colleges and high schools of this country. Some high schools felt that, because of the extent to which football is played in secondary schools as compared with colleges, it was only just that there should be active high school members on the national football rules-making body. As indicated above, this coöperative effort did not materialize, and in 1932 the Executive Committee was authorized to proceed with preparation of playing rules in football for use in such states as desired them. This is the only separate rules-writing project which has been undertaken by the Federation inasmuch as joint membership on committees composed of college and high school men have been set up for basketball, track, swimming, and wrestling. There seems to have been no disposition to seek high school representation or to set up separate rules-writing bodies for high schools in baseball, tennis, golf, or hockey, although there is much participation in these activities by secondary schools.

While a principle is involved regarding high school membership on football rules-writing bodies, it must be recognized that football traditionally has been a college game. It was developed in American colleges in its present form and has been adopted by the high schools of the country. Most states have had little difficulty in making modifications to suit their needs. To some it seems unfortunate that differences should develop in the game of football, which appears inevitable if two educational bodies are to write different sets of rules. It is to be regretted, as they contend, that any playing differences, terms, or regulations could not have been arranged coöperatively, to the end that we might



still be playing the same game rather than working toward what appears to be diverging ends. The fact that some of the states which are members of the National Federation have not adopted its football rules is indicative of a difference of opinion regarding this venture.

On the other hand, some feel that the differences are not likely to be great and it is apparent that the high school edition of the rules is serving well in the states in which it is being used. Certainly, values come to the coaches and officials in those states which use the National Federation rules because, in most of them, these individuals themselves are made rules-conscious by their having helped to form them. This is one of the greatest values derived from the whole rules-writing project.

**Cost and Approval of Athletic Equipment.**—The National Federation became concerned with the cost of athletic equipment a few years ago, especially in connection with prices paid for such merchandise by high schools of the country. Overtures were made to sporting goods manufacturers to produce first grade merchandise (inflated goods) at lower costs to high schools. Some success was achieved in this venture but finally the Federation resorted to placing its approval on one brand of goods, the price of which was substantially lower than others. Now this interest has extended to other manufacturers and to some extent to other than inflated goods.

The possibilities of safety equipment in athletics have been studied and merchandise bearing the label "National Federation Approved" is now on the market. Whether or not this activity by the National Federation has met with general approval of schoolmen and of all member states, it is apparent that the interest given this matter has resulted in the saving of thousands of dollars to the schools of the United States. It directed attention to the possibilities of

lower-priced athletic goods, on the part of both manufacturers and the schools themselves.

**Approval of Records.**—The National Federation has a records committee which passes upon applications for the awarding of national high school records in sports in which they are maintained. Activities in this connection have been chiefly in track, but there also has been coöperation with the collegiate swimming records committee. It has been possible to set up a recognized list of national interscholastic records which actually have the approval of the high school men themselves.

**Conclusions.**—In conclusion it may be said that these eight accomplishments of the National Federation of State High School Athletic Associations discussed here do not, by any means, represent the entire range of activities of the organization. Regional meetings have been held in various sections of the country as aids to state associations in establishing higher athletic standards. Problems concerned with the improvement of eligibility and administrative regulations for interscholastic athletics, ways and means of securing better sportsmanship at athletic contests, the development of wider participation in interscholastic and intramural athletics, as well as the very important problem of keeping athletics educational, all have been matters of concern and consideration at national meetings of the Federation. It might well be said, "We've just begun to fight," as far as the accomplishment of objectives is concerned. No one denies that the National Federation of State High School Athletic Associations, as a body organized for the development and improvement of high school athletics, can accomplish almost anything it might attempt. It has made excellent beginnings and the future is unlimited.

## CHAPTER III

# State High School Athletic and Activity Associations

### Origin of State Associations

As indicated in Chapter I, state high school athletic associations have been important factors in the improvement and maintenance of high standards for the administrative control of interscholastic athletics. In a typically American fashion, schools organized themselves into state associations because it was apparent that "in unity there is strength." It was also evident to schoolmen concerned with the growing importance of the interschool athletic program that better administrative regulations, tempered with greater uniformity and equity, would be the outgrowth of organizations larger than local or sectional groups.

**Early State Organizations.**—There is some question as to the state in which the first state-wide organization was formed for the control of interscholastic athletics. Certainly Wisconsin was early in the list, if not the first one, inasmuch as a committee was appointed in 1896 to formulate rules to govern interschool athletic contests. In 1895 a state field day was held in Michigan in which schools competed under what were considered more or less uniform rules, and a committee of the state teachers' association was appointed to further the organization of the Michigan Interscholastic Athletic Association. Illinois apparently formed its state association just prior to the turn of the century, and Indiana set up its organization in 1903. It is apparent, therefore,

that the beginnings of state-wide athletic associations were made in most states either in the years immediately preceding 1900, or within the next few years thereafter. Some of the organizations were not very strong for a number of years, but with the growth in high school enrollments and increase in amount and scope of athletic competition there were associations in all states by 1925.

**Athletic and Activity Associations.**—There are athletic or activity associations in all the states at the present time. This should be qualified, however, by explaining that at present Delaware has an advisory commission on athletics which is composed of former officers of its athletic association. Not all state organizations are called athletic associations. Some of them embrace activities other than those pertaining to athletics. In fact, during the last few years there has been quite a tendency, in several middle-western states especially, to form activities associations which include music, forensic, dramatic, commercial, academic, and other activities as well as athletics. The names of state associations other than those strictly athletic in nature follow:<sup>1</sup> Maine Association of Principals of Secondary Schools; New Hampshire Headmasters' Association; Rhode Island Secondary School Principals' Association; Headmasters' Club of Vermont; The University Interscholastic League (Texas); Georgia High School Association; Kansas State High School Activities Association; Playground Athletic League (Maryland); Minnesota State High School League; Mississippi High School Literary and Athletic Association; Montana High School Association; Nebraska High School Activities Association; North Dakota High School League; Virginia High School Literary and Athletic League; California Interscholastic Federation; Interscholastic League of Nevada.

The remainder of the state associations are strictly athletic in nature and are called either interscholastic athletic or high school athletic associations, leagues, or conferences.

**Purposes of State Associations.**—Interesting and valuable information as to the purposes prompting the organization of state associations may be found by examining their constitutions. Almost without exception there are provisions in these documents of origin which set forth their reasons for existence. Typical purposes and objectives of state associations follow:

The purpose of this association of public high schools shall be to promote the welfare of high school athletics in the State of Wisconsin. (Wisconsin Interscholastic Athletic Association)

\* \* \*

To foster and develop amateur athletics among the Public High Schools and Private Secondary Schools of the State.

To equalize athletic opportunities by standardizing rules of eligibility for individuals, and by classifying for competitive purposes the institutions which are members of the Association.

To promote uniformity in the arrangement and control of contests.

To protect the mutual interests of the members of the Association through the cultivation of ideals of clean sport in their relation to the development of character. (New Jersey State Interscholastic Athletic Association)

\* \* \*

The purpose of this organization is: (1) So to direct and control athletics (and other high school activities) of the State that boards and faculties will regard them as educational resources to be encouraged and fostered rather than to be decried and suppressed; (2) To locate the responsibility for their administration with reference to satisfactory supervision; (3) By means of constitutions, by-laws, and efficient organization to simplify and make definite their administration; (4) Through the observance of good standards of sportsmanship to cultivate more cordial and friendly relations between schools. (California Interscholastic Federation)

\* \* \*

The objects of this Conference shall be to secure uniform regulation and control of interscholastic athletics throughout the State of Colorado and to cooperate with the National Federation in the promotion of its policies. (Colorado High School Athletic Conference)

\* \* \*

The object of this Association shall be to protect the athletic interests of high schools belonging to this Association and to promote pure amateur sports. (West Virginia High School Athletic Association)

\* \* \*

The object of the Association shall be to promote the best interests of the secondary schools of Maine; to encourage cooperation, professional efficiency and good fellowship among its members; and to regulate athletics in secondary schools (Maine Association of Principals of Secondary Schools)

\* \* \*

The object of this Association shall be to protect the athletic interests of the high schools belonging to this Association and to promote pure amateur athletic sport. (Illinois High School Athletic Association)

\* \* \*

To provide a central organization through which the public secondary schools of the state may cooperate for the following ends: To develop a more intelligent recognition of athletics for boys and girls; to standardize methods of administration and regulations for all athletic sports; to offer a system that will make for more equitable competition; to promote the organization of recreational athletics and play for the majority of the students; to provide for competent officials; to organize a force of opinion to keep interscholastic athletics within proper bounds, that will expressly encourage all that is honorable, sportsmanlike and gentlemanly in any branch of athletics (Connecticut Interscholastic Athletic Conference)

\* \* \*

The purpose of the Association is to approve, promote, develop and direct activities and contests among its member schools in Athletics, Music, Forensics and Debate, Typing, Scholarship and any other activities which the membership may desire to sponsor. This purpose is to be attained through a plan of unification in the administration of these activities and contests without destroying the identity of any individual activity. (Kansas State High School Activities Association)

\* \* \*

The Minnesota State High School League was originally organized in 1916 as a State Athletic Association for the purpose of unifying the high schools of Minnesota in the promotion of pure amateur sport and to strengthen and unify eligibility rules governing participation in interschool contests.

In March, 1929, the constitution was amended so that the League shall hereafter assume control of all contests among its members in Ath-

letics, Debate, and Declamation, and may take over the management of contests in other activities. (Minnesota State High School League)

\* \* \*

The purpose of this organization shall be:

- (a) To promote sportsmanship in teams and spectators.
- (b) To standardize eligibility requirements.
- (c) To protect the interests of members of the Association.
- (d) To promote as well as govern contests between schools. (Missouri State High School Athletic Association)

\* \* \*

The object of this association shall be to promote pure, wholesome, amateur athletics in the schools of Ohio. (Ohio High School Athletic Association)

\* \* \*

The object of this Association shall be for the betterment of athletics in the high schools of the State. (Oklahoma High School Athletic Association)

\* \* \*

The object of this association shall be:

To organize, develop, and direct an athletic program that will promote and protect the health and physical welfare of all participants.

To initiate and pursue policies that will safeguard the educational values of interscholastic athletics and cultivate ideals of good sportsmanship.

To promote uniformity in interscholastic competition. (Pennsylvania Interscholastic Athletic Association)

\* \* \*

The purpose of this organization of South Dakota Public High Schools is to promote high school athletics, to stimulate fair play and by means of rules and regulations equalize athletic opportunity by standardizing qualifications of contestants, coaching, treatment of visiting teams, and generally to promote the athletic welfare of member high schools. (South Dakota High School Athletic Association)

\* \* \*

The object of this League is to foster among the public schools of Texas inter-school competitions as an aid in the preparation for citizenship. ([Texas] University Interscholastic League)

\* \* \*

The object of this organization shall be to protect the interests of the high schools belonging to the Association and to regulate athletic competition between members of the Association. (Washington High School Athletic Association)

To increase the educational value of interscholastic athletic programs throughout the state.

To assist in the regulation of competition so that there will be ample time both for study and athletics.

To regulate the interscholastic program so as to safeguard the physical welfare of students participating. (Michigan High School Athletic Association)

From these widely scattered statements of purpose of state associations it is apparent that common objectives were: the protection of the athletic interests of member schools; promotion and regulation of amateur athletic contests; protection of health of contestants; securing of greater uniformity in athletic regulations. It is rather singular that comparatively few organizations include the educational implications of athletics as reasons for their existence. It may be logical to assume, however, that the educational attributes of athletics and other activities were taken for granted by those associations not mentioning them.

### Types of State Associations

State athletic or activity associations fall into three general classifications or types. There are those which are strictly voluntary in nature. This group claims the great majority of associations. The second type might be considered those affiliated in some way with state departments of education. The third type is those whose control is under the direction of a state institution of higher learning. Each of these plans of organization will be discussed briefly.

**Voluntary State Associations.**—State associations in this classification are most numerous. In them membership is voluntary but usually dependent upon member schools meeting specified requirements regarding the financial support of the school, its plan of organization, status of its coaches, and the payment of annual dues. Usually such organizations limit their competition to member schools. There are well-



established regulations for the administration of athletic contests and eligibility of contestants. In most states, membership is open to public secondary schools accredited by state departments of education. Some states also allow private and parochial schools to join, provided that they meet the standards for membership. Generally there are elected boards of control, delegate assemblies, or legislative councils whose members are representative of geographical sections and often of schools of different sizes. In most cases there are the usual officers—president, vice-president, secretary, and treasurer. Quite often the secretary is the executive officer, although in other states he is called commissioner, manager, or state director. Typical states with this form of organization, in different sections of the country, are Washington, Colorado, Kansas, Illinois, Wisconsin, Indiana, Connecticut, Florida, and Alabama.

There are other states almost identical in form of organization with the type discussed and illustrated above except that a member of their boards of control (usually ex-officio and without vote) is the state supervisor or director of physical and health education. There seems to be a growing tendency on the part of associations in states which have state physical education directors to include the director in their legislative or executive bodies. Certainly it seems that nothing but mutual benefit to both agencies could result from such coöperative efforts. Athletics very properly should be considered as a part of the physical education program. California, Ohio, Pennsylvania, Virginia, and New Jersey are some of the states in which the state physical and health education director is a member of the state athletic executive or legislative bodies.

**State Associations Affiliated with State Departments of Education.**—Two states are, or will be, outstanding in this type of organization, namely, Michigan and New York.

The Michigan association has been affiliated with the State Department of Public Instruction since 1924. In 1923 the Michigan legislature passed the following law:<sup>2</sup>

The Superintendent of Public Instruction shall have supervision and may exercise control over the interscholastic athletic activities of all the schools of the state.

Provisions of this law have been carried out by the superintendents of public instruction since that date by effecting a coöperative arrangement with the state athletic association. All junior, senior, private, and parochial high schools of the state are members of the state athletic association. A legislative body (representative council) is elected by schools on a geographical and school enrollment basis. Representatives also are elected by parochial and junior high schools. Two members represent physical education teachers and coaches. Eligibility and administrative regulations are formulated and activities are conducted by the state association with the approval of the state superintendent. The office of the director of athletics is in the State Department of Public Instruction.

In the fall of 1938 New York began a new chapter in the general program of administration of interscholastic athletics in that state. Through action of the New York Board of Regents there have been established what are known as "Regulations of the Commissioner of Education Governing Athletics."<sup>3</sup> These regulations make athletics in New York a definite part of the physical education program. The state athletic association actually is a voluntary organization with eight district divisions. Its general body is a central committee composed of district representatives, with an execu-

<sup>2</sup> Michigan High School Athletic Association, *Handbook* p. 9.

<sup>3</sup> Hiram A. Jones, "Regulations of the Commissioner of Education Governing Athletics," New York State Public High School Athletic Association *Bulletin*, October, 1938.

tive committee of five members serving in an executive capacity. It is anticipated that the state athletic association will continue to function in furthering its studies of athletic programs, its bulletin publication, its Athletic Protection Fund plan, formation of new rules, and conducting district tournaments and meets. Since the basic athletic code has been given the force of law by action of the Board of Regents, it is the responsibility of that body, through proper state education department officials, to enforce it.

It is not the responsibility of any state or local athletic association or league to enforce the Commissioner's Regulations governing athletics as approved by the Board of Regents. It is, of course, the responsibility of athletic associations and leagues to cooperate in seeing that both the spirit and letter of the Regulations are lived up to by the various school districts throughout the State.<sup>4</sup>

New York's innovation in defining and classifying athletics and the method of control of interscholastic contests will be watched with interest.

**University-Directed State Associations.**—Texas presents an example of this type of organization and it is unique among the states. Membership in the University Interscholastic League of Texas is open to <sup>5</sup>

. . . any public white school in Texas that is below collegiate rank and that is under the jurisdiction of, and receives apportionment from, the State Department of Education . . . except schools for defectives and corrective institutions.

The league is organized annually by the Extension Division of the University of Texas. It includes ward, grammar, rural, junior high, and high schools. The governing body of the league is a state executive committee which is appointed by the president of the University of Texas. There is an executive committee for each district and region, appointed by

<sup>4</sup> *Ibid.*, p. 5.

<sup>5</sup> Texas University Interscholastic League, Constitution and Rules (1937-1938 Revision), University of Texas *Bulletin*, p. 9

the state executive committee. Each county elects a county executive committee, and directors-general and directors of contests are appointed for all the twenty-three activities which a unit may sponsor. During the 1935-1936 school year there were 5,687 member schools. It claims to be the most highly organized and to have the largest membership of any similar school organization in the United States.<sup>6</sup> Thus, it will be seen that the Texas plan presents an organization vastly different from that in most other states.

The North Carolina, South Carolina, and Virginia state associations also are affiliated with state institutions of higher learning, the Universities of North Carolina, South Carolina, and Virginia, respectively. While most of the affairs of their athletic associations are administered by the extension divisions of those universities, they are not handled as completely or as extensively as is the case in Texas. Virginia's interscholastic activities, however, are administered by an executive committee composed of one superintendent and principal from each class of school in the state, in addition to the state supervisor of secondary education, the state supervisor of physical and health education, the director of University extension, the executive secretary, a representative from the school of physical education of the University, and a dean of the University. In the Carolinas the universities of those states aid in the direction of the programs, which are not so extensive as in Virginia and Texas.

In concluding the discussion of types of state associations, it is significant to point out examples of different organization plans and to note the scope of their extent. Illinois, Ohio, Indiana, Wisconsin, Kansas, Pennsylvania—these are voluntary state-wide organizations with strong state executive officers and committees. New York and California actually are associations of district organizations within the

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<sup>6</sup> *Ibid.*, p. 5.

states themselves. New York presents an innovation in the definition and control of athletics. Texas is controlled by an institution of higher learning in administering its athletic and other contest programs. Michigan is a state-wide organization of all schools closely connected by state statute with the State Department of Public Instruction. During the next few years it will be interesting to observe in which of these directions major emphasis will be placed in the administration and control of state-wide athletic programs.

### Functions of State Associations

**Activities in Addition to Athletics.**—Mention has been made previously in this chapter that a number of state associations include more than athletics in their jurisdiction and functional services. No attempt will be made in this discussion to include all these activities, inasmuch as we are concerned primarily with administration of athletics. It will be sufficient to list some of the activities in illustrative state organizations. Texas is the most inclusive in its program, and according to its Constitution <sup>7</sup> it holds contests annually in the following activities:

Baseball	Music memory	Spelling and plain
Basketball	Number sense	writing
Choral singing	One-act plays	Story telling
Debating	Picture memory	Tennis
Declamation	Playground ball	Three-R
Extemporaneous	Ready writers	Track and field
speech	Rural pentathlon	Typewriting
Football	Shorthand	Volleyball
Journalism		

As compared with this broad range of activities found in Texas, there are those state associations strictly athletic in nature. Ohio, Louisiana, Michigan, California, Oregon, Wisconsin, Connecticut, Pennsylvania, Oklahoma, and Ala-

<sup>7</sup> *Ibid.*, p. 13.

bama are examples of this large group. In Minnesota debating and declamation, in addition to athletics, are under the supervision of the state high school league.<sup>8</sup> Nebraska calls its organization an activities association,<sup>9</sup> and it embraces declamatory, one-act play, debate, music, and commercial contests as well as athletics in its activities. Kansas has just recently become an activities association;<sup>10</sup> and, in addition to athletics, it directs contests in music, forensics, and debate. The activities of these three state associations, as well as that of Texas, are examples of a type of service rendered to their schools which seems destined to receive more attention from other states in the next few years. The states that have adopted this plan have felt that they had the machinery set up in their athletic associations whereby they could efficiently handle these other activities. There would seem to be logic in this claim; and, provided sectional or state contests in these activities are desired, such organizations may well provide services broader in scope than athletics.

State athletic associations perform numerous functions other than matters pertaining strictly to eligibility of contestants. Among them are included the following:

**Regulations for the Conduct of Contests.**—This is discussed in Chapter V.

**Interpretations of Playing Rules.**—This service has resulted in more uniformity in methods of play and officiating. In some states rules committees have been set up and interpretation meetings are held for coaches, officials, and

players. Football, basketball, track, and swimming are the most common sports for which such arrangements are made.

**Athletic Accident or Insurance Plans.**—Wisconsin has more data available and has made greater progress in the formation of an athletic accident benefit plan than any other state association. Since a more detailed discussion of this plan appears in Chapter XI, it is necessary here only to mention that the Wisconsin plan is a pattern that has been followed almost in its entirety in other states which have inaugurated such schemes. Iowa, Kansas, Montana, Minnesota, North Dakota, South Dakota, Georgia, Pennsylvania, New York, and a group of New England states have established similar plans. Some other states have established contracts with commercial insurance companies because they have felt that they should not, or by local state laws could not, become involved in any form of insurance business.

**Registration and Classification of Athletic Officials.**—Michigan was the first state in the middle-west to establish a plan for registration and classification of athletic officials (1927). Plans similar to those in this state have been set up in several other states. The feeling exists that athletic officials should be included as a definite and necessary part of the athletic program. The important consideration is the fact that the right to license implies the right to refuse to license, and thus it is possible to dispense with officials who do not meet standards or codes of ethics commonly established.

Registration has brought officials into close contact with state associations. Standards of officiating have been raised through rules-interpretation meetings and officials' knowledge that their license to officiate depends upon their maintaining these set standards. The fees realized by most state associations from officials do not much more than pay

the costs of services rendered, if that much. Illinois, Kansas, Wisconsin, Pennsylvania, and Michigan are among the leaders in officials' registration and rating plans.

**Publications.**—Most state associations publish monthly printed bulletins during the school year. These carry activity announcements as well as general items pertaining to intramural and interscholastic athletics. A most important feature of such publications is the accounts of executive and legislative meetings concerning eligibility and administrative matters as they pertain to athletics. Many times decisions of eligibility cases as they are published perform a double service in that they establish precedents and provide schools with information regarding interpretations of state association by-laws. Many states also publish handbooks and yearbooks which contain general interpretations, lists of officials, constitutions, committees, and records of activities. Record, report, and general eligibility blanks, contracts, and the like, are materials furnished by virtually all state associations.

**Conducting Tournaments and Meets.**—In most of the states with strong athletic associations there are extensive programs of meets and tournaments managed by state associations. This policy already has been illustrated by reference to activities sponsored and supervised by state associations in Texas, Minnesota, Nebraska, and Kansas. Many others have tournament and meet programs limited to athletic events. In many states the income from tournaments and meets represents the chief source of revenue for the state association. As a result of this fact, tournaments, especially in basketball, have been severely criticized by schoolmen and others in some states. In others, the tournaments have been worked out on a classification basis for schools. Receipts have been prorated among competing schools, entertaining school, and the state association.



These arrangements generally have resulted in much saner views and administration of the whole program. In 1938 only 6 of the 48 states did not choose state champions in basketball.<sup>11</sup> These were California, Delaware, Maryland, Massachusetts, New York, and Michigan. In California and New York sectional champions in basketball are determined. Michigan holds separate Upper and Lower Peninsula final basketball tournaments because of the unusual

**PLEASE COMPLETE BOTH SIDES OF CARD AND RETURN AT ONCE** TM-1M

**MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION**  
**Classification Information Card—School Year 1937-38**

**REPORT ON HIGH SCHOOL ENROLLMENT for the first four weeks of the 1937-38 school year in \_\_\_\_\_** (Name of School)

located in \_\_\_\_\_ Michigan (County) \_\_\_\_\_

(1) Check type of regular academic organization used in your school system 82, 624; 633, 84, 66, \_\_\_\_\_ (Any other) \_\_\_\_\_

(2) Which of the following grades are included in your High School organization? 9 — 10 — 11 — 12 \_\_\_\_\_ (Check) \_\_\_\_\_

(3) What was the total enrollment in the regular academic organization of your High School, as checked in No 2 above, up to the close of the first four weeks of the 1937-38 school year? List by grades below—

9th Grade	10th Grade	11th Grade	12th Grade
Boys _____ Girls _____	Boys _____ Girls _____	Boys _____ Girls _____	Boys _____ Girls _____

Total enrollment \_\_\_\_\_  
 (High schools having more than 700 students enrolled in the upper three grades need not report ninth grade enrollments.)

(4) Total enrollment in all grades as reported in No 3 above \_\_\_\_\_ on \_\_\_\_\_ 1937  
 (Exact date at end of four weeks of school)

(5) If you do not have a regular four year High School as reported in No 3 do you draw athletes from the ninth grade? \_\_\_\_\_  
 If so, what is the total ninth grade enrollment? \_\_\_\_\_

(6) How many students left school during the first four weeks? \_\_\_\_\_

(7) What is the actual number of students belonging on above date? \_\_\_\_\_

(8) Do you have special students in addition to those reported in No 3? \_\_\_\_\_ If so, how many? \_\_\_\_\_

(9) Do you have post graduate students in addition to those reported in No 3? \_\_\_\_\_ If so, how many? \_\_\_\_\_

We certify that the above report is taken from the official enrollment records of this school for the first four weeks of the 1937-38 school year and is correct.

\_\_\_\_\_  
 (Superintendent of Schools)

\_\_\_\_\_  
 (Principal of High School)

**DO NOT FOLD**  
 Return to C E Forsythe, State Director of Athletics, Department of Public Instruction, before October 23, 1937  
 (DO NOT FAIL TO COMPLETE THE REVERSE SIDE OF THIS CARD)

PLEASE COMPLETE AND RETURN AT ONCE

Fig. 3.—Classification Information Form. (Michigan)

geographical division of the state into two sections completely separated from each other by Lake Michigan. In 22 of the 42 states holding state championships in basketball there were class champions chosen.<sup>12</sup> This is a significant fact inasmuch as it shows a definite trend toward less emphasis on a single champion and results in greater equity in competition. (See Michigan Classification Information Card, Figure 3.)

Most of the state associations have either sectional or state-wide tournaments or meets in track, tennis, and golf. Several have a series of baseball tournaments leading to state championships. Wrestling also is a tournament event sponsored by state associations in some of the states. Nine states in 1937 sponsored championship play-off series in football.<sup>13</sup> Mississippi and Oklahoma report state championships in girls' basketball, while Arkansas determines a state junior high school basketball championship.<sup>14</sup> Swimming and cross country likewise are activities in which state championships are declared in states where there are swimming facilities or which sponsor cross country.

It is not the purpose of this treatise to defend or condemn state championships. Some educators feel that such championships have outlived their usefulness and no longer are a necessary stimulus for the development of sports. Rogers<sup>15</sup> is certain that, as such, state championships have no educational value. Much may be said, undoubtedly, in support of that thesis. As indicated previously, however, in the many states that have championship series there may be extenuating circumstances which justify their existence. Plans whereby schools are classified for competition might be one. The experience of some states where there are no state association-sponsored championships has been that other agencies outside the schools of the state have taken over these activities. This was also reported in 1937 in at least one state where several leagues or conferences withdrew from participation in the state association series of basketball tournaments. Other agencies set up so-called independent tournaments for the boys on their teams.

Another important point should be kept in mind in con-

<sup>13</sup> Tabulation by States Showing Sports Activities, *Athletic Journal*, June, 1938, pp. 30-31.

<sup>14</sup> *Scholastic Coach*, op. cit., pp. 28-29.

<sup>15</sup> Frederick Rand Rogers, *The Future of Interscholastic Athletics*, New York: Bureau of Publications, Teachers College, Columbia University, 1929.

sidering the elimination of tournaments and meets. In each state there is some form of organization for the control of athletics. In every instance these organizations are under the control, either directly or indirectly, of the schoolmen of the state. If they felt that state association-sponsored meets and tournaments generally were undesirable is it not logical to assume that they would attempt to do away with them?

To repeat, it is not the purpose of this discussion to condone or condemn the activity of state athletic associations in conducting tournaments or meets which may or may not lead to state championships. Rather, an attempt has been made to discuss what is being done, in the belief that existence of an institution of the magnitude of this one justifies some consideration of it. Athletics are in our schools, and with them there is the desire for competition. With competition having been brought relatively close to home through modern methods of transportation, we have seen it leap its former boundaries and seek new laurels which formerly were "afar off." With increased public interest, fanned by the press and radio, we have had a newcomer in our athletic midst. State-wide contests have been the apparent result. The National Federation of State High School Athletic Associations has aided states by helping them control the extent of their competition. The abolition of national championships for high school athletes has been the result. If state championships, or variations of them, are to remain, they must be so established and conducted that their purposes, methods of conducting them, and their results are educationally, physically, and financially sound. This is quite an order but it presents a real challenge to schoolmen themselves.

**Establishment of Athletic Standards.**—In addition to the establishment of eligibility regulations, state athletic associations have performed valuable services to schools of their

states by setting standards for the conduct of athletics. While state associations are, in most cases, the creations of schoolmen, yet after they are established they become somewhat of an impersonal agency. The point is that the state association, through its secretary, manager, commissioner, or director, may advise with schools as an outside, neutral, and disinterested party and may, as a result, be of aid to them. Many times schools ask the advice of the state association on matters of athletic policy.

Opinions from the state officer may be used to improve conditions and raise local standards. An especially fine opportunity is afforded in this respect if the state association is connected or has a close relation with the state education department or the physical, health, or recreation divisions of it. It is not to be inferred that state associations which do not have, or don't choose to effect, any of these relations do not possess high ethical and administrative standards. This is not the case, and state department of education relations are no criterion in this connection. Standards often are established by state associations in: (1) schedules; (2) sanitation and safety; (3) school-official relations; (4) sportsmanship; (5) relations between schools; (6) scholarship; (7) respect for and treatment of officials; (8) the coach and winning of games; (9) interscholastic-intramural relations; (10) conduct of students, and similar matters.

**The Judicial Function.**—As indicated in the discussion of publications in this chapter, state associations perform a service to member schools in a judicial way. It is necessary that there be a final authority to whom questions may be addressed, controversies presented, and appeals made. The state association is invaluable in this connection. In fact, the ability to render such services has been both the cause of origin of most state-wide organizations and the reason for their continued existence. As a result of delegated powers

by schools, they have made rules and regulations under which interscholastic athletic programs have been conducted. In most cases, also, they have been faced with the necessity for acting as the administrative body in connection with the enforcement of these judicial regulations.

Probably it is fortunate that associations have acted in this dual capacity because, by having the background of rules and regulations which have been made, they have been able to enforce them with the original intent in mind. In acting in a judicial capacity, state associations sometimes are faced with the unpleasant task of deciding disputes between schools. Again, a valuable service is performed in this way because an unprejudiced body can decide the case in question on its merits and by application of state association regulations. Hence, the exercise of the so-called judicial function of state associations may be one of their most valuable services.

## CHAPTER IV

# Athletic Eligibility Regulations

### Purpose of Eligibility Regulations

**Varying Opinions.**—Sometimes there seems to be a paradox in the claims made for athletics and the manner in which the program is administered. Frequently it is said that if athletics are defensible from an educational standpoint, especially for the participant, then all students should be allowed to take part in them. Why have we built up sets of eligibility rules for contestants? What is the reason that there are definite methods of procedure for the conduct of athletic contests, meets, and tournaments which have been established by state associations all over the country? The fact they are here is evidence that there must have been some need for them. Still, there are varying opinions concerning eligibility rules for participants. Frederick Rand Rogers is very definite in his denunciation of eligibility rules in general.<sup>1</sup>

The single eligibility rule which scholastic athletic associations may properly enforce is the presentation of a medical certificate of physical competence by each player before he may engage in games scheduled by the association. The wisdom of this requirement is so obvious that it should not have to be classified as a rule. Any local administrators who, in the past, have omitted this precautionary measure should immediately take steps to protect their pupils from avoidable strains, and themselves from blame by establishing this requirement.

Other eligibility rules ought to be abolished by interscholastic athletic

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<sup>1</sup> Frederick Rand Rogers, *The Future of Interscholastic Athletics*, pp. 100-101. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

associations. As has been suggested, most of them are defended because they are supposed to prevent gross inequalities between teams; actually they do not accomplish this objective satisfactorily, but do seem to blind association officials to the need of active measures which will eliminate all but minor and insignificant inequalities between competitors. Moreover, many eligibility rules are unwarranted and cramping infringements upon prerogatives which local school authorities should guard most jealously. Finally, the administration of eligibility rules causes much social friction of a decidedly undesirable and unproductive nature.

Scholastic athletic associations cannot "leave well enough alone" in any event. They must either continue to add more interpretations, and a longer list of requirements, or simplify, or abandon those now in use. Improvement of social relationships in scholastic athletics can be accomplished only by taking the latter road. Along this same road also lie the greatest opportunities for protecting players' health and giving to local authorities the necessary freedom to determine eligibility requirements and "make exceptions" more in accordance with their own broader educational policies and programs.

If the above thesis were to be accepted in its entirety, it would result in no regulations or commonly accepted understandings for the conduct of athletics. Possibly such an ideal situation could exist in an ideal state. Likewise, it might be conceivable that, in such a state, no general laws for the conduct and protection of the lives and property of its people would be necessary. To pursue the point made by Rogers a little further, might it not be logical to ask why regulations were adopted and established by state associations? Local schools could, and did, establish their own rules long before state organizations were formed. The answer seems rather obvious in that individual conceptions of standards varied too greatly, and it seemed necessary and logical to have state-wide codes. While state association codes sometimes may seem a bit arbitrary, yet it should be kept in mind that provisions usually exist for necessary flexibility in interpretation and administration of them. Also, state associations are administered by, and responsible to, the schools themselves and changes can be made as desired.

In contrast to this view just presented, it is significant to note the opinions held by others. Wagenhorst discusses this subject as follows:<sup>2</sup>

If high school athletic teams are to contest on a basis of equality, it is necessary above all other considerations to hold the players of the contesting teams to the same standards in regard to their amateur standing, enrollment requirements, scholarship, age, duration of eligibility, residence, and character. While the playing field or gymnasium, the sportsmanship and courtesy of the home team, and the justice of the officials are also very important factors, yet in the final analysis it was, almost without exception, the lack of uniformity in eligibility standards that impelled high school principals to attempt a remedy which resulted in state-wide organizations for setting up uniform standards and the machinery to enforce them. As it is, there is still great disparity in eligibility standards between states.

The opinion expressed by Wagenhorst appears to be that generally held by the vast majority of schoolmen throughout the nation, as is evidenced by the presence of general eligibility standards established by state associations. This fact is further substantiated by Williams and Brownell.<sup>3</sup>

When schools began to assume responsibility for the control and supervision of interschool competition, regulations of eligibility were immediately set up. The system has developed until today practically all schools either accept the standards adopted by the state interscholastic athletic association or follow local regulations of their own.

**Summary.**—Thus, it will be seen that these three eminent authorities in the field of physical and health education are of the opinion that interscholastic athletic eligibility standards serve a purpose in the administration of the athletic program. To summarize this discussion, the following are suggested as purposes of athletic association eligibility regulations:

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<sup>2</sup> L. H. Wagenhorst, *Administration and Cost of High School Interscholastic Athletics*, pp. 43-44. New York: Bureau of Publications, Teachers College, Columbia University, 1926.

<sup>3</sup> J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, p. 460. Philadelphia: W. B. Saunders Co., 1934.



1. They provide like standards for all schools belonging to the state association.

2. They set up definite regulations which may be made known to both students and patrons of the school.

3. They relieve individual schools of possible criticism that the standards of eligibility in their institutions are lower than, or vary from, those in other schools.

4. Individual school administrators are not called upon to settle questionable cases when there are established regulations and state agencies to whom appeal may be made.

5. They often serve as minimum standards (scholastic) which students must meet and sometimes seek to raise.

6. They aid in improvement of relations between schools because it is known by both that certification of contestants has been made in accordance with common standards.

7. They present possibilities for better public relations as well as for better interschool relations.

8. While generally specific in their statements, eligibility regulations usually are elastic enough, especially from a scholastic standpoint, to allow local schools to adjust their standards to them. In most states there is allowance made for individual differences with the result that scholastic requirements can be met accordingly.

It seems reasonable to assume that there are inherent values in interscholastic athletic eligibility regulations. Some educators would open wide the door to athletic competition, justifying this action in the belief that what is good for one is good for all. Others believe that no scholastic requirement (credit hours during preceding or current semester) should be demanded of athletes. It also is maintained that all should be allowed to take part in them, not just those who come within the realm of state association eligibility rules.

These claims all deserve consideration and usually are

made in all sincerity. Athletics are provided for all in some manner in most schools in the form of intramural activities. These take care of the great mass of students from a competition standpoint. Properly, the interschool athletic program should be the apex of the intramural program. And with the ascendancy in selection should go an ascendancy in responsibility and standards. Two separate organizations—two schools—compete with each other. It is an honor, a privilege to engage in such competition and with it there should be responsibilities. Good school citizenship is a requisite for membership on school teams. Scholastic attainment, in accordance with the standards of the school, is another responsibility of the contestant. There should be compliance with sound and tried regulations which have been found necessary to keep interscholastic athletics on the high level which they now enjoy. All in all then, it doesn't seem unnecessary, unwise, or unsound educationally to have well-established eligibility regulations for the guidance and protection of the competitor, the school, and the spectator. These regulations seem to have done a pretty good job and merit continued consideration until something which is proved better appears on the athletic horizon.

### **Common Eligibility Regulations**

There are two types of regulations pertaining to athletics which will be considered in this and the succeeding chapter. The discussion in this chapter will deal with those which are quite common and pertain to the athlete himself as far as his eligibility for interscholastic competition is concerned. Chapter V concerns itself with those regulations which pertain to the administration of the athletic program and naturally consider schools rather than contestants.

**Age.**—The trend in the upper age limit for contestants is downward. Whereas a few years ago the upper age limit

was 21 in a majority of the states, now it is 20, with 19 years the limit in a few states. Undoubtedly the 19-year limit will be extended in the near future. New York established this limit in 1938. Texas has had it for some time. In some states a student becomes ineligible on his birthday while in others he may finish the season or semester after having reached his nineteenth, twentieth, or twenty-first birthday, respectively, as the state rule provides. It would seem that allowing a student to finish a season in a sport is fair, both to him and to the other members on the team.

Studies made in Michigan and Ohio during the last few years have indicated that, proportionately, a small percentage (between 3 and 5 per cent) of those eligible to compete, and who take part in athletics, are over 19 years of age. With students finishing high schools younger than formerly, it is logical to assume that upper age limits for athletic competition should be lowered to insure greater equality. From an athletic age standpoint, quite a few states are giving consideration to lower limits for competition in various activities. In New York a boy must be 15 years old before he may compete in football, cross country, or ice hockey. In Michigan a boy must be 16 years of age before he may compete in cross country or in any track event of 440 yards in length or more. Emphasis is being placed on age restrictions which will protect contestants, as well as on regulations which should result in greater equality in competition.

**Time of Enrollment.**—Usually the time of enrollment during a current semester is within the first three weeks of the term. If a student enrolls during that period he is eligible for athletic competition that semester. New York provides that a participant must have been in regular attendance at least 80 per cent of the time. Pennsylvania and Oklahoma require a student to attend a school for a period of 60 days after he has been absent for 20 days or more during a

semester. In general, enrollment in schools for a period of from 2 to 3 weeks constitutes a semester of attendance in most states. In California attendance of 10 weeks, or competing in one interschool contest, constitutes a semester of enrollment. In Illinois a student must be enrolled by the eleventh day of the semester unless late enrollment results from illness or quarantine, in which cases this regulation may be waived under prescribed conditions. Texas requires that a student must be in attendance for 30 days prior to a contest or have been enrolled by the first day of the second week of a semester. New Jersey has a similar rule, except that enrollment may be as late as the first Monday in October. The general tendency in most states, however, is that failure to be enrolled in a secondary school by a prescribed time (six days to three weeks) results in ineligibility during that semester.

**Seasons of Competition and Undergraduate Standing.**—Practically all state associations have regulations which allow participation by students in sports for four seasons in grades nine to twelve, inclusive. In virtually all states post-graduate students are barred from membership on regular high school teams. In many states, however, students who have finished the required amount of work to graduate, in less than the allowed number of semesters, may compete during the full number of semesters for which their regulations provide. In such cases, usually, they must not have been voted their diplomas by the board of education, nor have accepted them.

**Number of Semesters of Attendance.**—This regulation varies in different states with the tendency toward a maximum of eight and a limit of nine under certain conditions. Four years, in grades nine to twelve, inclusive, present the normal period of high school attendance. This is the equivalent of eight semesters of enrollment and, in most cases,

takes care of the legitimate time during which a student should be allowed to compete in athletics. It is quite common to require that the last two semesters of attendance must be consecutive. In most states a semester of attendance is not charged to a student if he withdraws from school within the period during which he must enroll in order to compete during that semester. Following are eighteen states selected at random which limit athletic participation of high school students to eight semesters: Oregon, Kentucky, California, Texas, Kansas, Nebraska, Minnesota, Iowa, Missouri, Oklahoma, West Virginia, Pennsylvania, South Dakota, Michigan, Wisconsin, Colorado, New Jersey, and Alabama.

In Connecticut a student may compete in his ninth semester provided he is an undergraduate and has not reached his nineteenth birthday. Ohio, Illinois, Washington, and Indiana allow a student to compete in basketball during his ninth semester in case he entered school at the start of a mid-year term and did not compete in the sport during his first semester of attendance. New York, in its new code, makes no reference to the number of semesters of enrollment of a student, provided he does not compete in a sport for more than four seasons. Some states report no limit in number of semesters of enrollment allowed, but it is evident that nearly three-fourths, if not more, of the states have the eight-semester limit for interscholastic athletic competition. This is as it ought to be because four years of high school attendance, with two semesters in each year, are regular. If the "thirteenth and fourteenth grades" are added to our school systems to any great extent, it will, of course, be necessary to revamp general athletic regulations relative to semesters of attendance as well as other matters.

**Limited Team Membership.**—It is an almost universal rule among states that a high school student may not play

on another team in the same sport during the same season after he has represented his school in the sport concerned. There are a few exceptions to this regulation. Some states provide that there may be outside participation if the high school student has the written consent of the principal of the high school prior to the contest. Minnesota allows dual participation in softball but in no other sports. Virtually all states rule a student ineligible if he has ever been enrolled in a college, or in an institution offering work above that usually pursued in high schools. Again, high school students are ineligible if they have competed on college athletic teams. In practically all states participation by high school students is allowed on independent teams during the summer vacations, provided, generally, that such teams are amateur. Exceptions are discussed under "Amateur Rules."

In some states permission must be obtained from the principal of the high school before a boy may play on an independent team during the summer. This requirement has merit in that it is a safeguard to the boy because it protects him from possible violation of his state association amateur rule. Connecticut, Alabama, Wisconsin, South Dakota, Pennsylvania, West Virginia, Ohio, Indiana, Nebraska, Kansas, and Michigan are among the states in which a student may not compete on another team in the same sport during the same season after he has represented his high school in the sport. There are others but these indicate the attitude of most state associations in this matter.

**Parental Consent and Physical Examinations.**—These regulations are not universal among all states. Undoubtedly, one reason for this is the difference in court rulings on the liability of schools or school officials in case of accidents. A great many state associations, however, prepare regular Parent's Consent Cards and Physical Examination Forms

which are filed in the school office. In a few states, Indiana, for example, and in those having athletic accident insurance or benefit plans, either a statement of receipt of parental consent must be sent to the state association office, or the actual parental approval and physician's examination card must be filed there.

There is no doubt that the securing of parental approval is a good public relations gesture. Not too much emphasis, however, should be placed on the legal value of such permissions in view of some court decisions involving schools or coaches in cases in which students have been injured in athletic competition. In very few states, if any, can local boards of education be held responsible for costs of injuries incurred by students while engaging in any school activity, athletic or otherwise. Court rulings substantiate this statement in practically all states. This does not mean, however, that local school athletic associations, having funds, may not be sued with quite a possibility of obtaining judgments. Also, if negligence on the part of agents of the board of education—superintendents, principals, coaches, or assistants—can be proved, action is very likely against any or all concerned. This has happened in New York. The theory that has been held by the courts is that no one has the authority to sign away the rights of a minor as far as his opportunity to recover for personal injuries is concerned. In most cases parental consent obviates any misunderstanding and means that the parent is assuming the obligation in case of injury rather than the school or local athletic association. As stated previously, it is a good public relations gesture because it acquaints the school patron with the athletic policy of the school regarding injuries.

Figure 4 shows the Physician's and Parent's Certificate for Athletics used by the Kansas State High School Activities Association. It will be observed that the Kansas rule

## Athletic Eligibility Regulations

requires parent's consent as well as physician's approval. Indiana has a similar form except that the Parent's Certificate is on one side of the card and the Physician's Certificate is on the other. Indiana requires the high school principal

KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION	
<i>Physician's and Parent's Certificate for Athletics</i>	
Date ..... 19 .....	
In accordance with the K S H S A A rule printed below, I have examined the heart action and general physiological condition of ..... High School, and believe him to be physically fit to participate in high school athletics with students of his age during the season of 19 .....	
I have found this student to be free from serious heart, kidney or lung disorder, rupture and venereal diseases.	
Signed ..... Examining Physician	
<b>RULE OF K S H S A A</b> - No high school pupil shall be eligible to represent his school in high school athletics until there is on file with the superintendent or principal a statement signed by a practicing physician and his parents or legal guardian certifying that he has passed an adequate physical examination since September 1st of the current year that in the opinion of the examining physician he is physically fit to participate in high school athletics, and that he has the consent of his parents or legal guardian to do so	
To Principal of High School .....	High School Date .....
..... has my permission to participate in high school athletics during the school year .....	
Signed .....	Parent or Legal Guardian

Fig. 4.—Physician's and Parent's Certificate Form. (Kansas)



to certify to the state association office that the Parent's and Physician's Certificate is properly filed in his office before a student is allowed to participate.

The Wisconsin Interscholastic Athletic Association has an athletic accident benefit plan in effect. In connection with this plan three cards similar to Figure 5 are filled out and signed by the parent or guardian of the student and by the examining physician. One copy is forwarded to the

<b>OHIO HIGH SCHOOL ATHLETIC ASSOCIATION</b>	
<b>Athletic Participation Form</b>	
_____ High School Date _____	
To the Principal of High School:	
_____	
has my permission to participate in high school athletics during the school year _____	
_____	_____ Parent or Guardian _____
	Date _____
To the Principal of High School:	
I have examined _____	
and find	him _____ physically fit to participate in high school athletics.
	her _____
_____ M. D.	
( KEEP THIS CARD ON FILE IN ADMINISTRATIVE HEAD'S OFFICE )	
( OVER )	

Fig. 6.—Athletic Participation Form. (Ohio)

W.I.A.A. office, one filed in the local school office, and one retained by the parent or guardian. On the reverse side of each of the three cards is a dental examination chart which must be completed and certified by a qualified dentist.

The Ohio High School Athletic Association furnishes its member schools with an Athletic Participation Form which is a combination parental permission and physical examination blank (see Figure 6). On the back of this card are the following items for checking by the examining physician:

## Athletic Eligibility Regulations

age, height, weight, eyes, teeth, heart, glands, skin, hernia, ears, tonsils, lungs, adenoids, feet, posture, and inoculations.

South Dakota has a form which concerns only the student and his parent (Figure 7). It will be seen that it calls atten-

SOUTH DAKOTA HIGH SCHOOL ATHLETIC ASSOCIATION			
Name of high school _____			
<b>STUDENT'S STATEMENT</b>			
I	, hereby certify that I was born on the _____ day of _____, 19__ at (city) _____, (state) _____;		
<small>that I have not graduated from or met the graduation requirements of any four year high school or its equivalent, that I have not represented any high school or high schools in any athletic competition during four school years, that I have never accepted any remuneration or any award exceeding one dollar in value for any athletic participation, except as provided for in the rules of the South Dakota High School Athletic Association, and that I shall willingly comply with all requirements of the South Dakota High School Athletic Association and regulations of the local high school and of the faculty representative in charge of athletic teams both while at home and away</small>			
Date _____	19__	Student's Signature _____	_____
<b>PARENT'S STATEMENT</b>			
I,	, hereby certify that I am the parent or legal guardian of _____, that the date of birth given in the above statement is correct; and that I give my consent for him or her to take part in high school athletic competition		
Date _____	19__	Parent's Signature _____	_____
<small>THESE STATEMENTS MUST BE FILED WITH THE SUPERINTENDENT OR PRINCIPAL OF THE HIGH SCHOOL BEFORE THE STUDENT IS ELIGIBLE FOR ANY ATHLETIC COMPETITION (Additional blanks may be secured from the Secretary)</small>			

Fig. 7.—Student's and Parent's Statement Form. (South Dakota)

JOHN R. ROGERS HIGH SCHOOL  
Department of Physical Education

..... has my permission to participate in competitive school athletics in the John R Rogers High School I hereby certify that he was born at ..... in the year ..... Month ..... Day .....

While I expect school authorities to exercise reasonable precaution to avoid injury, I understand that they assume no financial or moral obligation for any injury that may occur.

I am advised that students are held responsible for all players' equipment owned and issued by the school

Date . . . . . 198..

Signature of Parent or Guardian

Fig. 8.—Parent's Permission Form. (John R. Rogers High School, Spokane, Washington)

tion of students to general eligibility rules of the South Dakota High School Athletic Association before they sign the blank. This information also is made known to the parent or guardian because he signs the same blank.

The parental consent card in use at the John R. Rogers

6-25-37

## MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

### STUDENT PARTICIPATION—PARENTAL APPROVAL— PHYSICAL EXAMINATION FORMS

(Form-4)

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#### PART I—STUDENT PARTICIPATION FORM

(To be filled out and signed by candidate)

(Name of student) \_\_\_\_\_ (Name of school) \_\_\_\_\_

(Month—day—year of birth) \_\_\_\_\_ (Place of birth) \_\_\_\_\_

This application to participate in athletics at the above high school is voluntary on my part and is made with the understanding that I have never received any money or any award worth more than one dollar (\$1.00) for participation instruction or officiating in athletic events and that I have never competed under an assumed name. After I have represented my high school in any sport, I promise not to compete in any outside athletic contest in this sport until after the high school season has been completed.

(Date) \_\_\_\_\_ (Signature of student) \_\_\_\_\_

---

#### PART II—PARENTAL APPROVAL FORM

(To be filled out and signed by parent or guardian)

I, in with my approval and consent that \_\_\_\_\_ (Full name of student)

whose correct birth record appears above in Part I, participates in athletics sponsored by the above high school during the current school year in the sports NOT CROSSED OUT below

BASEBALL	FOOTBALL	SOFTBALL	TRACK
BASKETBALL	GOLF	SPIDERBALL	TENNIS
BOXING	HOCKEY	SWIMMING	WRESTLING
CROSS COUNTRY			

OTHERS \_\_\_\_\_

Note: Michigan school law does not grant authority to local boards of education to assume costs of injuries incurred by students while participating in school activities.

(Date) \_\_\_\_\_ (Signature of parent or guardian) \_\_\_\_\_

---

#### PART III—PHYSICAL EXAMINATION FORM

(For use in compliance with provisions of Article I, Section 12 of By Laws)  
(To be filled out and signed by examining physician)

(Name of student) \_\_\_\_\_ (Name of school) \_\_\_\_\_

1—Heart condition SATISFACTORY—UNSATISFACTORY  
(Cross out one)

2—Lungs SATISFACTORY—UNSATISFACTORY  
(Cross out one)

3—Is there evidence of hernia? \_\_\_\_\_ Would athletic competition be likely to be injurious? \_\_\_\_\_

4—Is the general condition of feet, teeth, ears, eyes, and nose satisfactory? \_\_\_\_\_

I certify that I have on this date examined the above student and recommend him as being physically able to compete in the athletic activities NOT CROSSED OUT below

BASEBALL	FOOTBALL	SOFTBALL	TRACK
BASKETBALL	GOLF	SPIDERBALL	TENNIS
BOXING	HOCKEY	SWIMMING	WRESTLING
CROSS COUNTRY			

OTHERS \_\_\_\_\_

(Date) \_\_\_\_\_ (Signature of examining physician) \_\_\_\_\_

(NOTE: This Form should be filled out completely and filed in the office of the high school principal or superintendent of schools prior to student's participation.)

Fig. 9.—Student Participation, Parental Approval, and Physical Examination Form. (Michigan)

# Athletic Eligibility Regulations

High School, Spokane, Washington (Fig. 8, page 54), is an excellent example of a local form of this type. It acquaints the parent or guardian with the local policy of the school in regard to responsibility for both injuries and care of athletic equipment used by the student.

<p align="center"><b>VIRGINIA HIGH SCHOOL LITERARY AND ATHLETIC LEAGUE</b>          EXECUTIVE OFFICE, UNIVERSITY OF VIRGINIA, EXTENSION DEPARTMENT  <b>FORM FOR ATHLETIC PARTICIPATION</b>          TO BE FILED IN THE PRINCIPAL'S OFFICE</p>	
<p>This form must be filled out and signed before a student becomes a candidate for participation in the first competitive sport sponsored by the League. No verbal statements of any official of a school can modify any part of this agreement.</p>	
<p>Name _____</p>	
Date of birth _____	Place of birth _____
<p>This is my _____ semester in high school.</p>	
<p>I passed in _____ subjects last semester.</p>	
<p>I am taking _____ subjects this semester.</p>	
<p>As I understand the rules of the Virginia High School Literary and Athletic League, I am eligible to play on the _____ High School team.</p>	
<p>I agree to make every effort to keep my work up and live up to the rules of the _____ High School authorities and of the Virginia High School Literary and Athletic League.</p>	
<p>Date _____</p>	
<p align="center"><b>TO BE FILLED OUT BY PARENT OR GUARDIAN</b></p>	
<p>_____ has my consent to play on the _____ High School _____ team.</p>	
<p>and I will not hold the school authorities responsible in case of accident or injury.</p>	
<p>Date _____</p>	
<p align="center">_____ (Signature of parent or guardian)</p>	
<p align="center"><b>TO BE FILLED OUT BY A PHYSICIAN</b></p>	
<p>I have examined _____ and have found no physical defects which should prevent _____ from playing on the _____ High School _____ team.</p>	
<p>Date _____</p>	
<p align="center">_____ (Physician's signature)</p>	

Fig. 10.—Athletic Participation Form. (Virginia)

Michigan has a combination Student Participation—Parental Approval—Physical Examination Form which the state athletic association supplies to all schools in the state. The use of Parts I and II of this blank (Fig. 9, page 55) is optional with schools. Part III is the Physical Examination Form and the use of it, or one similar to it, is required. There must be evidence of a physical examination of a participant during the current school year and it must be on file in the school office prior to competition by the student.

The Virginia High School Literary and Athletic League has a Form for Athletic Participation (Figure 10) which appears to be very satisfactory. It is not quite so specific in some details as the Michigan form. However, it gives the student more responsibility in making statements and furnishing information relative to his athletic eligibility.

It hardly seems as though too much attention could be paid to the importance of adequate physical examination of athletes or, in fact, of all high school students. Many schools are stressing this matter with excellent results. In some instances tuberculosis tests are required of all athletes as well as complete venereal disease examinations. These are important, and certainly heart and lungs should receive first consideration. Adequate physical examinations do at least three things: (1) they protect the participant; (2) they protect school authorities in case of any unusual occurrence; and (3) they maintain higher and safer standards for athletic competition. Certainly rules requiring physical examinations, which are found in practically all states, stand in the first rank of importance.

**Current and Previous Semester Scholarship.**—The problem of relation of scholastic standing to athletic competition is one of our oldest. We have come through the period of early development in the control of interschool athletics, when there were no scholastic requirements for athletes, to

the present time when, in virtually all states, to be eligible for athletics a student must be doing work of a passing grade in the prescribed amount of work. Durette found that:<sup>4</sup>

Forty-seven states require that a student be doing passing work for the current semester in at least three subjects (15 hours). Forty-six states demand the same scholarship for the preceding semester.

As stated previously, this data shows the general and almost universal trend in thought and practice that participation in athletics and scholarship are complementary to each other. New York has definitely broken away from this tradition. With the application of the Regulations of the Commissioner of Education,<sup>5</sup> which became effective in September, 1938, there is no direct requirement regarding the previous or current semester's scholastic work of a contestant in interschool games. New York feels that the time has come when interscholastic athletics should become a definite and integral part of the physical education program of a school and has made this a reality by the Board of Regents' action. Commenting on the omission of the scholastic requirement in the Regulations, Dr. Jesse Feiring Williams has had this to say in its favor:<sup>6</sup>

The regulations of the Commissioner of Education are a distinct advance in administrative procedure and I highly commend this forward move in education. I am particularly pleased that the requirement that boys must pass three subjects in order to participate was omitted. If athletics are desirable experiences for boys in schools, they should be allowed to gain the advantages of sport, precisely the same way they are allowed to engage in other parts of the school program.

quirements for interschool competition has points in its favor as previously indicated. It assumes that school standards in that state generally will be uniform. Undoubtedly, New York is one of the most ideal states in which to inaugurate such a plan because of its central educational control program as administered by the Board of Regents. While there is some difference of opinion regarding the merits of this plan, certainly the experiment in New York, especially in regard to the elimination of scholastic requirements for athletes, will be watched with interest. No one questions the logic that athletics may properly be classed as part of the physical education program. It seems difficult to reach the conclusion that scholastic requirements should be eliminated because they might interfere with the possibility of a student competing in athletics, while at the same time New York has retained the commonly accepted rules regarding duration of competition, time of enrollment, transfer, and limitations of competition. The question might logically be asked why these restrictive regulations were not discarded.

As indicated previously in this chapter it seems as though there is a defense for the scholastic, as well as other eligibility, requirements which such a large majority of the state associations of the country have seen fit to establish. True, athletics are activities in which all high school students should have the right to participate. With this right to participate, however, as has been previously stated, it should be recognized that certain responsibilities obtain. In an athletic contest between schools there is a little different situation presented than in an activity within the school or class itself. Competition should not be considered as *against* another school but *with* that school. Since the interschool competition should be between teams which are the apex of broad intraschool programs, membership on those teams inevitably will be selective. Therefore, it is appar-

ent that schoolmen have felt that team members should meet minimum established standards including character, school citizenship, and scholarship, as well as athletic prowess. It is apparent, also, that the establishment of a state-wide minimum scholastic requirement has enabled local schools to use this standard to advantage in their own institutions.

Most schoolmen also have felt that, with a general regulation requiring successful work in at least three subjects, their schools have been relieved of possible question on the part of others regarding eligibility of some of their team members. In a great many schools the members of athletic teams must be doing passing work in all the subjects they are taking in order to be eligible. Experience seems to indicate that scholastic requirements for athletes have done considerable to improve school citizenship and maintain proper morale and attitude toward school subjects. Usually school standards are flexible enough within a local system so that no injustices are done. If this is the case, undoubtedly minimum scholastic standards have done a great amount of good as they have set up achievement goals which athletes have had to meet in order to play.

**Transfer and Undue Influence Rules.**—In all states students are as eligible in a school to which they transfer as they were in the school which they left provided their parents or legal guardians have moved out of the previous and into the new school district, unless the exercise of undue influence can be proved. *Undue influence* is a phase of athletic transfers which has come to the attention of state associations comparatively recently. At least this seems apparent because of the adoption of new by-laws dealing with this matter. Iowa has such a rule.<sup>7</sup>



No student shall be eligible to participate in the contests of this Association if it shall be known that he, or any member of his family, is receiving any remuneration, either directly or indirectly, to influence him or his family to reside in a given school district in order to establish eligibility on the team of said school.

Illinois is another state which has seen fit to incorporate a rule of this type in its by-laws.<sup>8</sup>

The use of undue influence by any person connected or not connected with the school to secure or retain the attendance of a student whose parents do not reside in the district where the student attends school, or to secure or retain the residence of the parents of a student in the district shall cause the student to be ineligible for a period of not less than one year and pending further action of the Board of Control after the expiration of that year.

In the interpretation of this rule the Board of Control shall, unless vital and impressive reasons to the contrary be submitted, accept as prima facie evidence of undue influence: The award of free tuition, free textbooks, allowance for transportation, priority in assignment of jobs or any other privileges or considerations not accorded to other students similarly conditioned whether athletes or non athletes.

Indiana also has a definite provision relative to undue influence.<sup>9</sup>

The use of undue influence by any person or persons to secure or retain a student or to secure or retain one or both of the parents or guardians of a student as residents, may cause the student to be ineligible for High School athletics for a period subject to the determination of the Board of Control and shall jeopardize the standing of the High School in the I.H.S.A.A.

Ohio has a rule which is almost identical in wording with the Indiana rule. Oklahoma refers to this problem as "recruiting of athletes."<sup>10</sup>

There shall be no recruiting of athletes. Recruiting shall include the influencing of a pupil or his parents or guardians, to move from one

school district to another in order that the pupil might engage in athletics. If this rule is violated the pupil becomes ineligible.

These five states seem to be the ones which have had sufficient difficulty with this problem to adopt by-laws concerning it. It is very probable that other states may have been faced with cases of solicitation, recruiting, or exercise of undue influence and have handled such situations without the enactment of special by-laws.

When legitimate transfers occur students generally are immediately eligible in the new school. When transfers are made between school systems, between schools in the same system, from public to private schools, and vice versa, not accompanied by change in residence of parents, regulations in various states are about equally divided as to whether there shall be a semester or full year of ineligibility. In some cases such students must remain in the school to which they have transferred for a period equivalent to a semester before they are eligible. In others, they may not compete until they have attended one complete semester after the one during which they transferred. Transfer and undue influence rules have been designed to prevent the prevalence of "tramp athletes" and to make student athletic competition incidental to change in parental residence rather than an occasion for such change. Most states have found that the strict interpretation of these rules has been instrumental in the improvement of relations between schools. It has practically eliminated the student who "shops around" for his athletic competition and reserves the opportunity for team membership to those legitimately entitled to it.

**Awards.**—Theoretically, all sports participation should be for the love of the game and for the enjoyment of playing. This is illustrated by the play of children in activities in which they engage. It also has been true of older people who did not expect awards or rewards for participation in

activities which, to them, were sport. It is almost an indictment against adults that they have been responsible for the establishment of award policies in schools and colleges and in independent and club competition. Of course, this practice has come about as a result of the desire of well-meaning groups to honor those to whom they felt honor was due. In some instances this practice has outstepped all realms of propriety and has given decidedly false values to the importance of interschool athletic competition. The result has been that state athletic associations have set the limits for awards which may be presented to athletes, either by local schools or by outside individuals or organizations. Fully one-half of the states limit the value of an award to one dollar, and the trend is definitely in the direction of making them of little or no intrinsic value. The school letter is most commonly given. Medals and certificates also are presented. A more complete discussion of awards and award policies followed in schools of various sizes will be found in the chapter on athletic awards.

Rather than enumerate all the states having different award regulations, the procedure to be followed here will be that of listing typical award rules with a few examples. These should not be confused with amateur rules which are discussed in a separate section of this chapter. Alabama has an award rule which is quite common in most of the states with the one dollar limit.<sup>11</sup>

No reward of any kind having a utilitarian value of more than one dollar, other than medals, shall be made to players. Violations of this rule on the part of school officials shall subject that school to suspension for one year. Acceptance of these rewards by a player from any source whatsoever shall disqualify him.

Note—Neither gold nor silver balls or such letters of any kind, pins or sweaters, are to be considered as medals.

<sup>1</sup> Alabama High School Athletic Association, *Handbook* (1936-1937), p. 30.

In line with these definite statements, additional interpretations concerning them indicate that outside organizations may not make such awards, students may not raise funds by shows, dances, and the like, for purchase of them, and that the school may not present sweaters or other athletic awards, or trophies at graduation time. As stated previously, this rule is typical of those in states with a similar award limit. Medals and trophies won at state association approved meets and tournaments are excepted in the administration of this rule. Montana allows the receipt of awards with a value of up to three dollars.<sup>12</sup> Iowa does not allow a student to accept anything for his competition<sup>13</sup> "except the unattached letter, monogram, or other insignia of the school."

Oregon stresses the intrinsic value of an award.<sup>14</sup>

Any students who receive from any source a sweater or any other article of intrinsic value as a reward, shall be declared ineligible."

Indiana is a little more lenient regarding awards and its rule represents a policy followed by several other states.<sup>15</sup>

Only one sweater, jersey, jacket, blanket or similar article may be given in each sport to a high school student for participation in athletics in high school.

The giving and receiving of prizes, awards, gifts, and articles shall be kept within reasonable bounds and such as are given or received shall have symbolic value only.

The giving and receiving of prizes, awards, gifts and articles shall be done by and with the consent and under the supervision of the high school principals concerned.

West Virginia<sup>16</sup> allows the acceptance of awards, provided that they are made "through the high school management and such awards shall not exceed in value that of a sweater with letter attached." Pennsylvania's regulation is a little more varied in its scope.<sup>17</sup>

No school shall award its athletes any prize or present other than the official school award and this award shall not exceed a value of two dollars, except that the presentation of sweaters, medals, or similar trophies to seniors, who have completed their competition, is considered ethical practice."

Oklahoma's rule<sup>18</sup> on this matter is similar to that in Pennsylvania, except that the award limit for all but one article is one dollar. Most states also provide that the acceptance of medals or trophies by leading scholars among athletes is not considered a violation. Some state associations make no mention of award regulations in their by-laws. In such cases, undoubtedly, they are handled through interpretations of their amateur rules.

In concluding this discussion on awards it may be significant to quote the recommendation relative to them from the Recommended Minimum Eligibility Requirements of the National Federation of State High School Athletic Associations.<sup>19</sup> It provides

... that no reward of any kind having a utilitarian value of more than one dollar (\$1.00) other than medals shall be made to players participating in interschool athletics.

This recommendation apparently is indicative of the trend relative to awards, otherwise it would not have re-

ceived favorable consideration, even as a recommendation, by this national organization.

**Amateurism.**—When one begins to investigate the meaning of amateurism he is confronted with the ambiguity of the term. There seem to be almost as many definitions of it as there are types of organizations which seek to restrict their competition to what they term amateurs. International sports committees have set up standards which receive most attention during, or immediately preceding, Olympic years. In turn, there are national and sectional organizations which maintain affiliations with international groups; and, although their interpretations may vary for their local competition, they are quite definitely bound to these internationally established precedents. In the United States we are concerned chiefly with rulings on this subject as made by four bodies or groups of bodies: (1) National Amateur Athletic Federation; (2) Amateur Athletic Union of the United States; (3) National Collegiate Athletic Association, and its constituent bodies; (4) National Federation of State High School Athletic Associations, and its member state associations. The United States Golf Association and the United States Lawn Tennis Association are organizations with which high school athletic associations sometimes come in contact.

The definition of an amateur as formulated by the Amateur Athletic Union and the National Collegiate Athletic Association is one of the most general and universally accepted:

An amateur sportsman is one who engages in sport solely for the pleasure and physical, mental or moral benefits to be derived therefrom and to whom sport is nothing more than an avocation.

This rule probably has been the basis for most of those concerning amateurism which have been formulated throughout the country. It also is the identical definition

of an amateur as stated by the Intercollegiate Association of Amateur Athletes of America.<sup>20</sup> Because of violations and evasions of the spirit of this rule, it developed that organizations which had rather local or sectional competition to control became more specific in their terminology. As an example the Western Conference, in essence, declares a college student a professional if he participates in an outside game or contest for which admission is charged at the gate or if he receives pay for playing after his matriculation in the member institution. In most collegiate organizations as well as in the A.A.U. a boy may not compete with or against a professional in a match, game, or race. A professional, in such instances, is defined as one who is, or has been, paid for his athletic services. The United States Golf Association considers a boy a professional if he caddies for pay after having reached the age of eighteen years, but allows winners of its so-called amateur tournaments to accept prizes of considerable intrinsic or commercial value. The Michigan Amateur Athletic Union, a few years ago, awarded winners of its amateur boxing matches merchandise orders for food and clothing and still felt that it was not violating its amateur code. Many times athletes have competed for "expenses" which sometimes have been far in excess of actual expenditures.

From these examples it will be seen that variations in general rules pertaining to amateurism are natural and probably inevitable. Even among high school athletic associations there are difficulties. When the large numbers of students involved are considered, and the vast expanse of this nation is realized, it will be seen that there are a great many similarities in the high school amateur regulations. High schools are pretty much our most cosmopolitan organiza-

<sup>20</sup> Intercollegiate Association of Amateur Athletes of America, Constitution, By-Laws, and Athletic Rules (1924), Art. XIX, Sec. 1, p. 13.

tions, especially in those states with compulsory school attendance laws. Schoolmen have wanted their interschool athletics to be open to all who had average ability to play. They have tried to keep this principle inviolate by ruling out the boy who, because of his special athletic prowess, could improve himself by professional competition and at the same time receive pay for his services. Such boys, in most cases, are asked to make choices as to whether they desire to remain amateurs, in accordance with the school or state athletic association definitions, or to participate in what would be non-amateur competition. If they choose the former, their participation would be more nearly on a par with those with whom and against whom they would be likely to compete. If they choose the latter, they are merely stepping out of the high school competition and making room for other boys who also have the desire to play.

As stated previously, state association rules on amateurism vary. An attempt will be made here to list typical definitions of the term, together with some interpretations, as they have been set up by representative state high school athletic associations throughout the country. The recommended amateur rule of the National Federation of State High School Athletic Associations might be considered as a trend in this area of national thinking.<sup>21</sup>

He shall not use his athletic skill for personal gain, nor shall he play on teams where one or more players are receiving money for their service. Should he lose his amateur standing he may be reinstated by the State Executive body after the lapse of one complete year, provided he has not persisted in breaking the amateur rule.

It should be kept in mind that this is a recommended rule made by the National Federation and that the regulations of this body do not require its member states to have rules which necessarily conform to it. However, the rule un-

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<sup>21</sup> National Federation, Constitution and By-Laws (1936-1937), p. 12.



doubtedly can be considered as indicative of the thought on this matter. The amateur rule as formulated by the Ohio High School Athletic Association illustrates the detailed manner in which many state associations have attempted to define amateurism.<sup>22</sup>

Only amateurs are eligible. Amateur standing must be determined in accordance with the following:

(a) A pupil is ineligible if he uses his athletic skill or knowledge of athletics for financial gain.

(b) Acceptance of money or other valuable considerations as expenses renders a pupil ineligible.

(c) A pupil is ineligible if he competes under an assumed name.

(d) Caddying for pay shall not be construed as a violation of this rule.

(e) A professional in one sport is a professional in all.

(f) A pupil who has lost his amateur standing may be reinstated after the lapse of one complete high school season in the sport, provided he has not persisted in breaking the amateur rule.

(g) A pupil may play on summer baseball teams where one or more of his teammates may be paid and still be an amateur provided he accepts no compensation or money for expenses."

This rule, with its specific interpretations as part of it, should leave no doubt in the minds of Ohio schoolmen regarding the status of amateurism in that state as far as high school athletics are concerned. Wagenhorst<sup>23</sup> found in 1926 that in 71 per cent of the states a student rendered himself ineligible for high school athletics if he received, directly or indirectly, any money for playing which was above a reasonable expense allowance. Ohio, as will be noted, does not even allow expenses for outside competition. Not many states are quite so specific as Ohio in this regard but certainly simon-pure athletics should be the result of such provisions. Many other states have provisions in their amateur rules, or interpretations of them, which are similar to the balance of

<sup>22</sup> Ohio High School Athletic Association, Constitution and By-Laws, 1938-1939, p. 14.

<sup>23</sup> L. H. Wagenhorst, *op. cit.*, p. 44.

# **High School Students**

## **Don't Endanger Your Athletic Eligibility**

(Be sure you understand the high school amateur rules)  
(See Article I, Sections 7 and 10, of M.H.S.A.A. By-Laws)

Your high school and the Michigan High School Athletic Association are anxious to protect you from possible violations of the high school amateur rules while competing on non-school teams or in non-school events. You may participate in any form of athletic activity you desire, **AFTER** the high school season in that sport is concluded, provided you—

1. **DO NOT** accept any money from anyone for playing.
2. **DO NOT** accept any award (medal, trophy, or merchandise) the value of which is more than one dollar (\$1.00).
3. **DO NOT** compete under an assumed name.
4. **DO NOT** accept money or any other consideration for teaching or officiating any form of athletics, sports, or games.
5. **DO NOT** contest against a professional in a boxing match.

You might better be "safe than ineligible", therefore—

1. If you have any questions ask them of your coach, athletic director, principal, or superintendent **BEFORE** accepting anything for competing rather than **AFTER** it is too late.
2. If questions arise during vacation periods, and you can't ask your school officials, write to the State Director of Athletics, Department of Public Instruction, Lansing.

Note to the Principal or Superintendent: Please post this information on your school bulletin board. Additional circulars in limited quantities are available upon request to the State Director of Athletics.

Fig. 11.—Athletic Eligibility Poster. (Michigan)

those listed in the Ohio rule. High schools are specific with the result that they probably have less difficulty than some other organizations. Michigan's rule brings another element, that of boxing, into consideration<sup>24</sup> (see Michigan Athletic Eligibility Poster, Figure 11):

Any student who has used, or is using, his athletic skill or knowledge of athletics for personal gain, or who has contested against a professional in a boxing match, or who has competed under an assumed name shall be ineligible for any athletic contest.

Oklahoma's amateur provisions are similar to the above except that "the taint of professionalism in one sport shall not bar participation in other sports."<sup>25</sup>

The Oregon High School Athletic Association, on the other hand, includes more matters in its rule and allows outside boxing and wrestling competition.<sup>26</sup>

Students who received compensation for their athletic skill; or who are under discipline in their school; or whose character or conduct is such as to reflect discredit upon the school—are not eligible. This shall not prohibit students from participating in summer sports with individuals, any of whom are classed as professionals, or wrestling or boxing matches if they receive no compensation.

In contrast to the Oregon regulations the neighboring state of California sets up these regulations:<sup>27</sup>

A professional is one who:

1. Coached or taught athletics for pay;
2. Competed in any game or contest where any member or members of his team received a compensation;
3. Competed
  - (a) For cash, for merchandise, or for any other compensation;
  - (b) For a personal prize of any sort over \$35.00 in value;
  - (c) Under an assumed name.

One who has been declared a professional shall automatically be de-

barred from competition during the remainder of that season and for one full year thereafter.

The California regulation is unique, as is also the one in Washington, in allowing the acceptance of a personal prize with a value of less than thirty-five dollars. This refers to individual events only, inasmuch as athletes may not compete on teams and receive any pay for playing. Texas does not allow a boy to play "on a team with a paid player or contestant."<sup>28</sup> The amateur rule in Kansas is similar to the Ohio regulation except that

Ineligibility under the provisions of this rule holds for the entire period the student is in school, except as he may be reinstated by the Board of Control.<sup>29</sup>

Thus, in Kansas it would be possible for a freshman in high school to have violated the amateur rule and be ineligible for the balance of his high school career unless there is reinstatement by the executive board. In most other states the period is one year but in Wisconsin

A contestant will be permanently ineligible in all sports if he has accepted money or equivalent for having participated in any sport approved by the W.I.A.A.<sup>30</sup>

There are other provisions of the Wisconsin amateur rule, however, which render a boy ineligible for only one year if he violates them, such as playing under an assumed name, playing in a game with professionals, in one played on an uneven winner-loser basis, or one where money or other articles are offered for prizes. Illinois regulations are similar to those in Wisconsin. New Jersey states: "Contestants must be amateurs as defined by the National Collegiate Athletic Associa-

<sup>28</sup> Texas University Interscholastic League, Constitution (1937-1938), p. 19.

<sup>29</sup> Kansas State High School Activities Association, *Thirteenth Annual Official Yearbook*, p. 11.

<sup>30</sup> Wisconsin Interscholastic Athletic Association, *Fourteenth Annual Yearbook* (1937), p. 41.

tion.”<sup>31</sup> Then follows the definition of an amateur as it appears on page 66 and the acts which are considered violations of the amateur code by the National Collegiate Athletic Association. Colorado defines an amateur in a manner somewhat different from that in most other states and makes a special exemption regarding baseball:<sup>32</sup>

An amateur is a person who has never competed in an open competition or for money, or under a false name, or with a professional where gate money is charged. But nothing in this definition shall be considered to prohibit the competition between amateurs for medals, cups, or other prizes other than money. To prevent any misunderstanding in reading the above, the Conference draws attention to the following explanation and adjudications:

An athlete has forfeited the right to compete as an amateur and has thereby become a professional, by—

(a) Ever having competed in open competition, i.e., a competition the entries to which are open to all, irrespective as to whether the competitors are amateurs or professionals, and whether such competition be for a prize or not, in any athletic exercises, viz., football, basketball, running, boxing, wrestling, etc.

(b) Ever having competed for money in any athletic exercises except baseball.

(c) Ever having competed under a false name in any athletic exercises.

(d) Ever having knowingly competed with a professional for a prize or where gate money is charged in any athletic exercises.

(e) Ever having directly or indirectly accepted or received remuneration for engaging in any athletic exercises.

Nebraska exempts baseball, with certain exceptions, and other sports from the athletic activities in which a boy may engage and use his athletic skill for personal gain as follows:<sup>33</sup>

A high school boy can jeopardize his high school only if he partici-

<sup>31</sup> New Jersey State Interscholastic Athletic Association, *Official Handbook*, p. 29.

<sup>32</sup> Colorado High School Athletic Conference, *Constitution* (1933), pp. 17-18.

<sup>33</sup> Nebraska High School Activities Association, *Third Annual Yearbook*, p. 9.

pates on an organized baseball team or in any other organized forms of athletics during the season of that sport in his high school (an organized baseball team meaning any team affiliated with the National Association of Professional Baseball Clubs, such as the State League or the Western League of Nebraska, not semi-professional or "sand-lot" teams.

A high school athlete is permitted to use his athletic skill for gain through baseball (other than so-called "organized baseball"), kittenball, basketball or other activities wherein money or material awards might be granted except during the season of the particular sport in his high school.

It is observed, of course, that the Nebraska regulation regarding amateurism is a distinct departure from those most common in other state associations. It represents a policy which is not generally accepted by schoolmen but, apparently, it works in Nebraska because the regulation in that state has been of quite long standing. Pennsylvania's regulations are in general conformity with those of the state associations which are strict in their interpretations and do not allow students to compete in high school athletics who might be classed as professionals.<sup>34</sup>

A pupil must be an amateur in order to be eligible to participate in any contest. An athlete becomes a professional and is ineligible:

- A. If he enters competition for money.
- B. If he sells or pawns his prizes.
- C. If he accepts a purse of money.
- D. If he competes under a false name.

E. If he plays, or has played, on a team any of whose members have received, or are receiving directly or indirectly, compensation for their athletic services. This rule does not apply to a high school athlete who has participated in summer baseball where no player on his team received any form of remuneration for athletic services in that particular game. This rule does not apply to games played against the alumni of a high school where such games are sponsored by the high school authorities.

F. If he issues a challenge to compete for money or its equivalent.

G. If he receives a consideration for becoming a member of an athletic organization or school.

<sup>34</sup> Pennsylvania Interscholastic Athletic Association, Constitution (1937), p. 14.

H. If he accepts money or any valuable consideration for teaching, training, or coaching any athletic sport other than acting as a summer playground instructor.

Pennsylvania's exemption of playground instruction and supervision is generally accepted, as is also Michigan's interpretation that N.Y.A. students may teach or officiate in games, provided that the program is under the direction of the school administration. Alabama adds a new thought in the consideration of amateurism when mention is made of wagers on athletic contests.<sup>35</sup>

A pupil is ineligible if he has received money as a prize, or has sold a prize received in a contest, or has bet on a competition in which he is to participate.

Indiana allows students to accept expenses for athletic competition but explains very definitely the manner in which they may be accepted.<sup>36</sup>

All contestants in the I.H.S.A.A. must be amateurs.

Professionalism is defined in the I.H.S.A.A. as accepting remuneration, directly or indirectly, for playing on athletic teams, for officiating in athletic games or for managing athletic teams; or for playing, officiating or managing under assumed names. Reasonable meals, lodging and transportation may be accepted, if accepted in service and not in any other way.

Georgia states that an amateur is one who receives nothing of more than ten dollars in value for athletic competition.<sup>37</sup>

An amateur is defined as one who has never violated his or her amateur standing by receiving money, tuition, board, gifts worth more than \$10.00, or pay of any description as compensation for playing on an athletic team, or played under an assumed name. (Note: To receive any of the above will be interpreted as subsidization and no other view will be accepted.

<sup>35</sup> Alabama High School Athletic Association, *Handbook* (1936-1937), p. 29.

<sup>36</sup> Indiana High School Athletic Association, *Thirty-Third Annual Handbook*, p. 164.

<sup>37</sup> Georgia High School Association, *Constitution and By-Laws* (1937-38), p. 16.

In conclusion, it is apparent that there are decided variations in state high school athletic association conceptions of amateurism. Yet, it also is apparent that, in general, schools desire to keep their athletes from using their athletic skill as a means of livelihood or incidental remuneration. It seems that athletics, with a definite place in the educational program, should be kept educational in nature. At the same time there are interschool relations to be fostered and, in all probability, they will be better relations if the students who comprise athletic teams are of the rank and file of the schools concerned. For this reason state athletic associations, which in reality are schoolmen themselves, have said that athletes must be amateurs as they have chosen to define the term. The single criterion which runs through the high school national thought on this matter, with but very few exceptions, is that those who play shall not receive pay for it.

### Special Eligibility Regulations

The regulations which have been discussed so far in this chapter have, in general, been common to all states. At least they have been variations of the central themes which have been found in most state association regulations. In this section it is proposed to list a few of the special, or what might be called unusual, rules which certain states have seen fit to establish. Not all of them will be given but merely some of those which seem to be most significant. It would be interesting to know some of the reasons back of these rather special regulations, but it is safe to assume that there was a case which prompted most of them. After all, that has been the way that most of our laws, as well as athletic regulations, have been established.

**Conduct or Character Rule.**—Regulations pertaining to this matter appear almost frequently enough in state asso-



ciation regulations to be classed as a regular rule. The Oklahoma rule is typical of this type of regulation:<sup>38</sup>

Any player who is under discipline or whose conduct or character is such as to reflect discredit upon the school, is not eligible.

**Tobacco and Liquor Rule.**—Regulations specifically prohibiting the use of tobacco or alcoholic beverages appear in a few states. In others this matter seems to be left to local schools as a disciplinary problem for their settlement. The Kansas rule is an example of this type of by-law:<sup>39</sup>

No student who has used tobacco or alcoholic drinks in any form during the season of sport shall be eligible to compete in high school athletics during the period comprising that season of sport.

**Anti-Fraternity Membership Rule.**—In many states there are statutes prohibiting membership by high school students in fraternities, sororities, or other secret organizations. Some state associations have regulations which rule a student ineligible for high school athletics if membership in organizations of this kind is proved. The California rule is illustrative:<sup>40</sup>

Whenever it is shown that a member of a High School team is a member of a High School Fraternity, as defined by the State Law, all the games which that student participated in shall be forfeited, and the school may be debarred from further participation in that sport for one year.

**Military Service Rule.**—Illinois is one of the few states which makes specific reference to the fact that a student is not to be ruled ineligible because of absence from school for military service.<sup>41</sup>

He shall not be ineligible through absence on account of military

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<sup>38</sup> Oklahoma High School Athletic Association, Constitution (1932-1933), p. 21.

<sup>39</sup> Kansas State High School Activities Association, *Yearbook* (1937), p. 13.

<sup>40</sup> California Interscholastic Federation, Constitution (1936), p. 6.

<sup>41</sup> Illinois High School Athletic Association, *Handbook* (1937), pp. 17, 19.

service to state or nation in time of war or in time of any national or state emergency.

**Coaching School Rule.**—This rule also is from Illinois and is the only specific reference to this subject found in the examination of numerous state association constitutions:<sup>42</sup>

He shall be ineligible for a period of one year immediately after having attended a regular coaching school in this or any other state.

**Ineligibles Barred from Field of Play Rule.**—South Dakota's rule on this matter is similar to those of a few other states:<sup>43</sup>

No student shall be allowed on the field of play during an interscholastic contest in the athletic uniform of his school if he is not eligible.

**Ineligibility of Teachers Rule.**—Texas, apparently, plans to take no chances of allowing teachers to take part in league contests, because it has a rather unusual rule:<sup>44</sup>

A person who is teaching whole or part time is ineligible for any League contest.

**Unsportsmanlike Conduct Rule.**—A few states have definite rules concerning unsportsmanlike conduct of competitors. The regulation of the Kentucky High School Athletic Association is typical of the few which have such provi-

Any student using insulting language to another player, or to an official, in any interscholastic contest under the jurisdiction of the Association, or who has been ruled out of such a contest because of foul tactics, shall be disqualified for that game, and the Board of Control shall be immediately notified of such action by the principal of the home team school. If the Board of Control finds upon investigation that the

offense was sufficiently aggravated, the offender shall be permanently disqualified.

**Married Students Rule.**—Indiana has a rule which covers this matter and similar ones are found in several states.<sup>46</sup>

Married students shall not be eligible for participation in inter-school athletic competition. (Note—Students who have been divorced or whose marriages have been annulled are bound by this rule.)

**Pupil Suspension Rule.**—Louisiana's rule in this regard is rather unique:<sup>47</sup>

A pupil suspended from one school is ineligible to take part in athletics in another school until he presents a clearance card from the school from which he has been suspended.

### Summary

This summary of eligibility rules for contestants is an attempt to show general practices in effect in most states. There may be exceptions in some instances to the general conclusions indicated.

**Age.**—The upper age limit of twenty years is the most common one, with a few states lowering the age maximum to nineteen years. There is some tendency to establish lower age limits in some states for participation in certain sports.

**Time of Enrollment.**—In general, students must be enrolled at least by the third or fourth week of the semester to qualify for athletic eligibility during a current semester. In some states attendance from thirty to sixty days is required, after a continuous absence of twenty days or more, before a student regains his athletic eligibility.

**Seasons of Competition.**—In practically all states there is a limit of four seasons of competition in a sport in grades nine to twelve, inclusive.

**Number of Semesters of Attendance.**—Eight semesters of attendance in grades nine to twelve, inclusive, is the common rule. Some states allow a ninth semester for students who first enrolled at the beginning of a mid-year term, provided they did not compete in interscholastic athletics during the first semester of attendance.

**Limited Team Membership.**—It is an almost universal regulation that membership on a team in the same sport, other than that of the high school, is prohibited during the season of the sport concerned.

**Parental Consent and Physical Examinations.**—Virtually all states require that a student must have passed a physical examination before he may compete in athletic activities. Some require a separate examination for each sport but in most instances one examination during the school year is sufficient. In at least a third, if not half, of the states parental consent cards for students to participate must be signed by parents or guardians before they may compete.

**Current and Previous Semester Scholarship.**—All states except one have requirements that students must have received credit in a specified amount of work (usually 15 hours) the preceding semester in order to be eligible. Likewise, virtually all states have regulations requiring a student to do passing work in at least fifteen hours during the current semester. New York has removed its previous and current semester scholastic work requirements.

**Transfer and Undue Influence Rules.**—In general, a student is eligible in a new school if his parents or guardians have moved into the new school district. Usually a semester, but sometimes a full year, of ineligibility follows a transfer by a student from one school to another without an accompanying transfer of parental residence. Undue influ-

ence rules, with penalties of ineligibility for students, are making their appearance in quite a few states.

**Awards.**—Approximately half of the states limit the value of athletic awards to one dollar. In others, one sweater may be awarded during the year, in addition to the letter or medal award of the school. Some states allow the presentation of awards in excess of one dollar value to be made to seniors after their competition is concluded. The trend seems to be toward making awards for athletic team membership in high schools which have little or no intrinsic value.

**Amateurism.**—With very few exceptions a high school student may not use his athletic skill or knowledge of athletics for personal gain. Many states do not allow a boy to compete with, or against, a team any of the members of which are paid for their services. Others require only that the student himself shall not accept pay or a valuable award. In one or two cases a student may compete for money provided it is not during the season of his high school play.

**Special Rules.**—A few states in each instance have established regulations dealing with the following:

1. Conduct or character.
2. Tobacco and liquor.
3. Fraternity membership.
4. Military service.
5. Coaching schools.
6. Eligibles only in uniform.
7. Ineligibility of teachers.
8. Unsportsmanlike conduct.
9. Married students.
10. Suspended students.

## CHAPTER V

# Athletic Contest Regulations

### Purpose of Contest Regulations

Chapter IV was concerned with eligibility regulations pertaining to the student contestant. An attempt was made to show reasons for such regulations and to enumerate and illustrate those which were most common among the states. A similar plan will be followed regarding provisions governing contests as they affect schools.

**Difference between Contest and Eligibility Regulations.** There is a definite distinction between eligibility regulations for contestants and contest regulations which apply to schools. The former have as their reason for existence the establishment of rules that not only serve the school but that are also a code by which the student himself may determine his own eligibility. They set up regulations with which the contestant should be made familiar. In most instances he can see the reasons for their establishment. Usually, athletic eligibility regulations have been set up as the result of experiences which have come to the state associations themselves. They are not theoretical, untried, or unworkable ideas that someone has attempted to put into practice. They are real. Their worth and value have been proved. Local schools are doing themselves and their students a real favor and service when they acquaint their student bodies and school patrons with these regulations. Following such a policy makes the administration of their programs that much easier.

Contest regulations are different, that is, the philosophies and reasons behind their existence are different from those which resulted in ordinary contestant eligibility rules. Two separate schools, two separate organizations, are involved when an athletic contest takes place. Experience has shown that, for mutual harmony, it is necessary to have common understandings if a contest is to be successful. In the first place there is a common set of rules for playing the game. Then, competent and impartial officials are selected to officiate the contest. But these are not all that have been necessary. It has been found that numerous details must receive attention before the contest takes place if it is to be the right kind of an educational experience. So with this as its purpose, athletic contest regulations as they pertain to high school athletic association rules came into existence.

It was to insure, as far as possible, the fulfillment of certain pregame responsibilities that contest regulations were adopted. They have become common codes within their states because, in most cases, they have worked well. They have not been imposed upon schools in order to display the powers of local state associations, as sometimes is claimed. Rather, they have been adopted by state associations, through schoolmen themselves, as aids to them and to bring order out of chaos. How well they have succeeded in this accomplishment may be a matter of personal opinion. The regulations in effect in most states must be agreeable to the majority of schools concerned, otherwise they could, and undoubtedly would, be changed.

### **Common Regulations**

In the remainder of this chapter there will be presented common rules pertaining to the conduct of interschool contests. An attempt has been made to make the illustrations typical and representative of various sections of the country.

**Contracts for Athletic Contests.**—It is an almost universal rule that state associations furnish standard contract forms for use of member schools. Some states require that arrangements for all games be made on such forms. Many state associations refuse to assume jurisdiction in disputes

WEST VIRGINIA HIGH SCHOOL ATHLETIC ASSOCIATION			
OFFICIAL CONTRACT FOR GAMES			
_____ W Va., _____		193_____	
The _____	High School of _____	(City)	(State)
AND			
The _____	High School of _____		
Hereby Enter into a Contract for			
One Game of (or Contest in) _____		To be played at _____	
(City)		(State)	(Date)
OR			
Two Games of (or Contests in) _____		To be played as follows	
(City)		(State)	(Date)
One Game at _____		193_____	
One Game at _____		193_____	
All games are to be played under the following stipulations:			
1 The suspension or termination of its membership in the state association by either of the parties to this contract shall render this contract null and void			
2 The rules of the West Virginia High School Athletic Association are a part of this contract			
3 The school failing to carry out the provisions of this contract shall pay the other a forfeit of _____ dollars, unless the principal, or official in charge of visiting team, relieves the home team from penalty of forfeiture on account of weather or other conditions which make playing practically impossible			
4 This contract may be cancelled or altered only by mutual agreement of the contracting schools			
5 Financial agreement _____			
Both schools agree, also, that the team named shall cover all claims arising under this contract.			
6 Officials shall be chosen as follows _____			
It is understood, unless stated otherwise, that the home team will bear the cost of securing the officials			
NOTE: Officials for inter-scholastic contests shall be mutually agreed upon by the competing schools at least two weeks before the scheduled date of contest. Other arrangements such as hour of contest, price of admission, etc., should be agreed upon at the same time			
See Sections in Constitution and By-Laws for topics governing Officials, Contracts and Eligibility Lists			
I Agree to and signed in duplicate _____ 193_____		I Agree to and signed in duplicate _____ 193_____	
(Date)		(Date)	
BY _____ HIGH SCHOOL		BY _____ HIGH SCHOOL	
Principal		Principal	
Important suggestions are listed on the back of this contract.			

Fig. 12.—Official Contract Form for Games. (West Virginia)



between schools regarding contract violations unless arrangements for games were executed on standard forms which were properly signed by authorized representatives of the schools concerned. In general, the essential provisions of state association contracts for games are quite similar in various states. West Virginia has an understandable type of contract (see Figure 12). This has provisions for either single or multiple contests. It provides for a forfeiture fee, as most state association contracts do, in case there is failure to fulfill contract provisions. In most states contracts may be canceled, or their provisions altered, only by mutual consent of the contracting schools. Payment of the forfeiture fee by a contracting school when a game is not played is deemed fulfillment of the contract in some states. In others, there must be very good reasons for the cancellation of a contest, even though the forfeiture is paid, unless both schools agree to it. Failure to fulfill contract provisions usually results in suspension. In most states the principal of the high school, or a faculty representative authorized by him, signs contracts. Quite a few of the states indicate that the contract is between the two schools as such, while in others it is, in reality, an agreement between the principals or other administrative officials of the schools concerned. The contract blank of the Washington High School Athletic Association brings an interesting factor into the provisions of its agreement (see Figure 13, page 86) when it states:<sup>1</sup>

THIS AGREEMENT, made this            day of            , 193    , by and between the Associated Student Body of the            High School of            , Washington, the party of the first part, and the Associated Student Body of the            High School of            , Washington, the party of the second part,  
WITNESSETH:

As will be noticed in examining the spaces for signing this

<sup>1</sup> Washington High School Athletic Association agreement blank.

# Washington High School Athletic Association

(Party of the First Part      Host Team for 193    )

(Party of the Second Part    Visiting Team for 193    )

## AGREEMENT

THIS AGREEMENT MADE THIS                      day of                      193    ,  
by and between the Associated Student Body of the                      High School  
of                      , Washington, the party of the first part, and the Associated  
Student Body of the                      High School of                      ,  
Washington, the party of the second part, WITNESSETH:

THAT WHEREAS, the parties hereto desire to reach a definite understanding with relation to the athletic games between the teams of the schools represented by the parties hereto during the years of 193    and 193    ,

IT IS HEREBY AGREED that the rules of the Washington High School Athletic Association as PRINTED, shall be a part of this Agreement

IT IS FURTHER AGREED that the                      team of the said party  
of the first part shall play the                      team of the said party of the second  
part at the City of                      on the                      day of                      ,  
193    , and that the team of the said party of the second part shall play the team of the said  
party of the first part at the City of                      on the                      day  
of                      , 193    .

AND IT IS FURTHER AGREED that the said party of the first part shall pay to the  
Treasurer of the said party of the second part immediately at the close of said game, to be  
played at the City of                      on the said                      day of                      ,  
193    , the sum of                      Dollars, for the expenses of bringing the  
players of said team to said city for said game.

AND IT IS FURTHER AGREED that the said party of the second part shall pay to the  
Treasurer of the said party of the first part immediately at the close of said game, to be  
played at the City of                      on the said                      day of                      ,  
193    , the sum of                      Dollars, for the expenses of bringing the players of said  
team to said city for said game.

AND IT IS FURTHER AGREED that (Enumerate further conditions here )

AND IT IS FURTHER AGREED that in case a school fails to carry out the provisions  
of this agreement without giving the other school                      days notice of their desire  
to be released from its provision they shall pay a forfeit of                      Dollars,  
unless the two superintendents or principals and the managers concerned, mutually relieve  
each other from this condition.

IN WITNESS WHEREOF, this agreement has been executed in duplicate this  
day of                      , 193   

ASSOCIATED STUDENT BODY OF THE    ASSOCIATED STUDENT BODY OF THE

High School.

High School.

By

By

Principal.

Principal.

By . . . . .

By

President.

President.

By

By

Manager.

Manager.

By Party of the First Part.

By Party of the Second Part.

Fig. 13.—Official Contract Form for Games. (Washington)

Agreement the principal, president, and manager of the "Associated Student Body of the . . . . . High School" all are signatories. This plan, undoubtedly, has considerable merit because of the educational implications in bringing representatives of the student bodies of schools into the guided management of athletic contests, as well as into the actual playing of them. It seems most desirable to have the financial stipulations of contracts very definite. Usually, flat guarantees are made, with the result that the visiting school may do as it sees fit in the entertainment of its team. This seems preferable although the contracts of some state associations provide for definite numbers of players for whom expenses are to be paid by the entertaining school. In some states there is a designation of specific amounts for meals, lodging, and transportation. The provision for listing officials for the game appears on many contracts. This usually is done by the entertaining school, and the visiting school is allowed to cross out the names of listed officials who are not acceptable to it.

Following are a few typical provisions of state association by-laws regarding contest contracts:

All contracts shall be in writing and drawn up in accordance with the official contract form. Disputes arising from verbal agreements on contracts will not be considered by the Association (Pennsylvania)<sup>2</sup>

\* \* \*

No games can be played under the rules of this Association without a contract subscribed to by the superintendent or principal and the manager of each team competing in the contest. These contracts shall be on blank forms provided by the Board of Control and shall stipulate that the rules of the Association are part of the agreement, and shall set forth the manner of paying transportation charges, number of men provided for, meals, lodging for each of the competing teams and the principal or his official representative accompanying the team.

The contract may provide for forfeits, division of gate receipts, or any other matter; but every provision made in the contract must be ful-

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<sup>2</sup> Pennsylvania Interscholastic Athletic Association, Constitution and By-Laws (1937), p. 22.

filled on penalty of suspension or exclusion, except as modified by mutual consent of the contracting parties. (Oregon)<sup>3</sup>

\* \* \*

All contracts for high school games shall be made by principals of the high schools and shall bear their signatures. No school shall be held to any contract made by a student manager. In case of a breach of contract for athletic games, should the contract call for a specific amount, the team that cancels without the consent of the other school will be held for the full amount of the contract; where two teams play on a percentage basis, or on a home and home agreement, they shall specify in their contracts what shall be the amount of the forfeit. (Louisiana)<sup>4</sup>

\* \* \*

Official contracts furnished by the Board of Control must be used for all contests between schools. Any school violating the contract may be suspended from membership for one year. No school suspended shall be reinstated until the superintendent shall make personal application to the Board of Control. (Iowa)<sup>5</sup>

\* \* \*

The final management of all interscholastic athletics shall be in the hands of some member or members of the faculty, who shall sign all contracts. (Michigan)<sup>6</sup>

**Eligibility List Procedures.**—All state associations have some procedure whereby lists of players are exchanged between schools prior to athletic contests. Upon these lists are the names of eligible student contestants and varying amounts of data regarding their scholastic and athletic histories. The time for exchange of eligibility lists, or eligibility certificates, as they are called in some states, varies from the filing of one blank at the start or close of the season to an exchange at the time of the contest. In most instances eligibility lists are exchanged between competing schools from within three days to a week prior to the contest. There are three general plans followed relative to eligibility list procedures which are typical of those in effect in most states.

The most common procedure is that of exchange of a form before each game which gives the complete history of all contestants. Such data usually includes birth records; dates of enrollment during the current semester; indication that contestants have passed the required physical examinations; number of semesters enrolled in grades nine to twelve, inclusive; number of subjects carried successfully during the preceding and current semesters; number of seasons of participation in the sport concerned. In some instances space is provided on such blanks to indicate whether or not contestants are transfer students from other schools; and, if so, the names of the schools usually are stated. The Athletic Eligibility Certificate of the Kansas State High School Activities Association is used to illustrate this type of blank (see Figure 14).

Several points about it are especially desirable, and the forms used by a number of other states are quite similar to it. Attention is called to the brief résumé of the eligibility rules for contestants which appears at the top of the blank. The next section of the blank provides for listing of pertinent information relative to the contest concerned. The location, date, hour, and officials for the contest may be listed by the entertaining school. Such information is essential and, although much of it may have appeared on the contract blank or in previous correspondence, it is an excellent administrative procedure to call it to the attention of all those concerned immediately preceding the contest.

The use of forms similar to the one in Kansas has the advantage of furnishing all data on contestants immediately preceding each contest. On the other hand there has been objection on the part of some to the amount of clerical work involved in the preparation of such detailed information on each contestant for each contest. In some instances, also, there has been the feeling that eligibility data would be more

valuable to all concerned if it were in the hands of all schools at the beginning of the season rather than just before a game with the result that it does not reach some schools until the end of the season.

[illegible]

Fig. 14.—Athletic Eligibility Certificate Form. (Kansas)

While a large majority of all the states follow eligibility list exchange procedures similar to that in Kansas, a second plan is that which is used in Minnesota and Michigan. Virginia also uses a variation of this plan. There are what are called Master Eligibility Lists in the two former states. These are similar in form to the Kansas blank. However, these master lists are prepared by schools only once during a current season. Copies of them are sent to all schools on the schedule at the beginning of the season and to the state asso-

ciation office. The latter is all that is done in Virginia. It is understood that all students whose names are on the first list remain eligible during the entire season unless a competing school is notified to the contrary by letter.

Subsequently for each contest during the season, in Minnesota and Michigan, a Current Eligibility List (see Figure 15) is sent to each school. This form contains only the names of those students who are eligible for the contest concerned. There is the stipulation that their names and com-

<b>MINNESOTA STATE HIGH SCHOOL LEAGUE</b> <b>CURRENT ELIGIBILITY LIST</b>					
Names of Contestants Representing			(Name)		
High School is a	(School)	Contest on	(Date)	with	(Name) High School
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p><b>Note</b> The names and complete eligibility records of all contestants listed below must have appeared on a Master Eligibility List previously sent to all competing schools and to the office of the Executive Secretary, Anoka, Minnesota.</p> </div>					
NAME OF CONTESTANT (Last Names Alphabetically)			NAME OF CONTESTANT (Last Names Alphabetically)		

Fig. 15.—Current Eligibility List Form. (Minnesota)

plete athletic and scholastic data concerning them must have appeared on a Master Eligibility List previously sent to the school. This procedure has the advantage of furnishing all schools concerned with data on all contestants of a school at the beginning of a season. In Michigan, at least, this plan has resulted in better relations between schools. Questions concerning eligibility of contestants of competing schools have been called to the attention of each other before the contests in many instances. This has lessened the number of protests after games have been played. Another very definite advantage in using the Minnesota type of blank for each contest is its ease of preparation. Only the names of

## Uniform Eligibility List Form

### CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

\_\_\_\_\_ 193 \_\_\_\_\_

From \_\_\_\_\_ High School  
 \_\_\_\_\_ Connecticut

To \_\_\_\_\_ High School  
 \_\_\_\_\_ Connecticut

The following players are eligible under the rules of the Connecticut Interscholastic Athletic Conference, printed on the reverse of this sheet, to represent this school in the \_\_\_\_\_ game to be played at \_\_\_\_\_ on \_\_\_\_\_ 193 \_\_\_\_\_

\_\_\_\_\_  
*Principal*

It is recommended that this be signed in duplicate one copy going out by mail, and the second copy by the team manager or coach, to be exchanged at game time

Fig. 16.—Uniform Eligibility List Form. (Connecticut)

(ORIGINAL)  

## OREGON HIGH SCHOOL ATHLETIC ASSOCIATION OFFICIAL ELIGIBILITY LIST

### Certificate to Competing School

The following pupils of the \_\_\_\_\_ High School are eligible, under the Rules of the Association (Art. 6, Sec. 1,) to represent above named High School in the \_\_\_\_\_ Game to be played at \_\_\_\_\_ on \_\_\_\_\_, 193\_\_\_\_, between the \_\_\_\_\_ H. S. and the \_\_\_\_\_ H. S. (Please arrange in Alphabetical Order)

LAST NAME	GIVEN NAME	LAST NAME	GIVEN NAME	LAST NAME	GIVEN NAME
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

This \_\_\_\_\_ day of \_\_\_\_\_, 193\_\_\_\_, \_\_\_\_\_, Principal, \_\_\_\_\_, High School.  
 MAIL TO PRINCIPAL OF SCHOOL TO BE PLAYED 3 DAYS BEFORE GAME

OG 1001 9 20 2210

Fig. 17.—Athletic Eligibility Certificate Form. (Oregon)



students who are eligible for the contest are listed. These may be taken from the master list after scholastic standings of students for the current contest have been determined.

A third procedure in the exchange of eligibility information is illustrated by forms used by the Connecticut, Indiana, and Oregon state associations. Plans used in these typical states are the easiest of all from an administrative standpoint (see Figures 16 and 17). Procedure in these states simply provides that the competing schools shall exchange lists with only the names of eligible contestants on them. It will be seen that the plan is similar to that followed in Minnesota as far as use of the current list in that state is concerned. But in these states no blank with complete data on contestants has been exchanged previously between the competing schools. The chief claim of advantage for this plan is the simplicity of it. In Maine no prepared forms are exchanged. The principals of competing schools send names of eligible students on school stationery which they sign.

It is felt by some that responsibility for eligibility rests with each individual school and that no advantage is gained by compiling a great amount of data on contestants, much of which is never used. The other plans discussed here are defended by states and schools using them because they feel there is a distinct advantage gained by all concerned when all data on eligibility of contestants is common knowledge. Local schoolmen often feel that such a plan is good for them in that it is a constant check on their own procedures and information and obviates many difficulties which otherwise arise.

In consideration of the plans for recording and exchanging information regarding contestants it should be kept in mind that most states require that some type of eligibility information be sent to the state association office either seasonally or annually. This is accomplished seasonally by the



for all contestants, but also all schedules and scores of all contests in which the athletic teams of the schools competed during the year. The Annual Report to the Executive Board blank used by the Louisiana High School Athletic Association is an example of a participation survey such as is used in a number of states (see Figure 18).

Typical state association by-laws relative to the exchange of eligibility lists, as they apply to each of the three plans discussed, follow:

Not more than ten days and not less than five days prior to the contest each principal of the competing schools shall submit, upon an official blank, provided for that purpose, one to the other, a list of players qualified to represent his school and shall certify to such qualifications over his signature as follows: (1) Place and date of certificate; (2) Name of principal addressed; (3) The following students are eligible to represent this High School in the \_\_\_\_\_ game to be played at \_\_\_\_\_ on (date) \_\_\_\_\_; (4) Names of contestants; (5) Date of birth of each contestant; (6) Date of enrollment; (7) Number of full and regular studies carried successfully last semester by each contestant; (8) Number of full and regular studies carried successfully this semester to date by each contestant; (9) Number of years in high school athletics previous to this year, of each contestant; (10) Date of medical examination; (11) Name of school if previous experience in another school. No student not eligible five days before the contest can later become eligible for that contest. (South Dakota)<sup>7</sup>

This regulation illustrates a detailed by-law which establishes the data to be tabulated concerning each contestant for each contest (see the Kansas Athletic Eligibility Certificate, page 90). Blanks such as are used in Minnesota and Michigan are governed by the Minnesota by-law, which is almost identical in wording with the Michigan regulation (see page 90 and Minnesota Current Eligibility List on page 91).

Three days prior to the first game in each season, each high school shall submit to all scheduled opponents and the office of the Executive

Secretary, a Master List of all pupils eligible for that sport under the provisions of the constitution, including current scholarship. Additions to the squad will be certified at once to the competing schools and to the Executive Secretary in a similar manner on an additional Master List. Also, in those sports that carry over into the second semester, a new Master List is to be submitted at the opening of the second semester to each remaining school on the schedule and to the office of the Executive Secretary.

Subsequently for each succeeding game, a Current Eligibility List carrying names of contestants only, will be submitted three (3) days prior to the contest. These lists shall be certified by the superintendent or principal of the competing school. (Minnesota)<sup>8</sup>

The Indiana rule on exchange of eligibility lists exemplifies those such as are in effect in Connecticut and Oregon (see page 92).

The eligibility of all contestants shall be certified to by the Principal of the school in accordance with the rules hereby adopted. Such statements shall be submitted in writing within ten days before any contest. (Indiana)<sup>9</sup>

The regulation which the Missouri State High School Athletic Association has in effect concerning a permanent record for the state secretary is typical of those which many other states have. Such a by-law illustrates the type of permanent record blank used by Louisiana (see Louisiana's Annual Report to the Executive Board on page 94).

At the close of each school year each member school shall report to the Secretary on a standard participation blank a list of students who have represented that school during the year immediately preceding. Each new name shall be accompanied by a certificate of birth. Membership for the next following year shall not be continued after October 1st unless this record of participation has been filed with the Secretary. (Missouri)<sup>10</sup>

**Records of Transfer Students.**—The discussion on page 60 indicated that state associations were very definite in

<sup>8</sup> Minnesota State High School League, *Handbook* (1938), p. 35.

<sup>9</sup> Indiana High School Athletic Association, *Handbook* (1936), p. 157.

<sup>10</sup> Missouri State High School Athletic Association, *Official Handbook* (1935-1936), p. 7.

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their transfer and undue influence regulations. Several states have prepared blanks which must be executed when a student who transfers from one school to another wishes to compete in athletics at the second school. These forms usually are in addition to the regular scholastic and child accounting blanks which accompany a transfer student. The

[illegible]

Fig. 19.—Student Transfer Record Form. (Maine)

## Athletic Contest Regulations

object of such forms has been to simplify the recording of athletic and scholastic information and to more nearly insure the inclusion of all pertinent and necessary data.

The Student Transfer Record (Fig. 19, page 97) in use in

<b>MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION</b> <b>TRANSFER BLANK</b> <small>(Form-B)</small> <small>(Use in connection with provisions of Article 1 Section 11 of By-Laws)</small>				<small>6-28-34</small> 
To the Principal of _____ High School _____ <small>(Name of school) (City) (State)</small>				
_____ High School needs the following information concerning a former student <small>(Name of inquiring school)</small>				
in your school by the name of _____ in order to determine his athletic eligibility The prompt return of this blank will be appreciated inasmuch as the student concerned cannot compete in interscholastic athletics until the information requested below is on file in our office				
Yours truly,				
_____ <small>(Superintendent or Principal)</small>				
Date _____, Michigan <small>(City)</small>				
<small>(To be filled in by superintendent or principal of school to which inquiry is made)</small>				
1 Our record of his date of birth is _____ <small>(Month) (Day) (Year)</small>				
Source of this information _____ <small>(School record birth certificate, etc.)</small>				
2 Our record of his number of semesters of enrollment in grades 9-12, inclusive, is _____ <small>"Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered enrollment for a semester under this rule" (Article 1, Section 5, of By-Laws)</small>				
3 The number of subjects he carried successfully in our school last semester was _____ This number would be equivalent to _____ hours of credit				
4 He <del>WAS</del> — <del>WAS NOT</del> enrolled in our school by Monday of the fourth week of the last semester he attended <small>(Cross out one)</small>				
5 He <del>DID</del> — <del>DID NOT</del> enter our school from another high school. <small>(Cross out one)</small> The name of that school was _____				
6 His parents or guardian <del>HAVE</del> — <del>HAVE NOT</del> moved from our district. According to our best knowledge they <small>(Cross out one)</small> <del>HAVE</del> — <del>HAVE NOT</del> moved to your district. <small>(Cross out one)</small>				
7 The date this student first enrolled in our school was _____ The date this student last attended our school was _____				
8 Our school is a <del>THREE</del> — <del>FOUR</del> year high school. <small>(Cross out one)</small>				
9 The number of seasons of participation for this student in our school in each of the following sports is Football _____, Basketball _____, Baseball _____, Track _____ Swimming _____, Tennis _____, Golf _____, Cross Country _____				
Remarks _____ <small>(The above student <del>DID</del>—<del>DID NOT</del> play eleventh grade baseball under provisions of Article 1, Section 1, of the By-Laws.)  <small>(Cross out one)</small></small>				
10 We <del>WOULD</del> — <del>WOULD NOT</del> have considered above student eligible for participation in athletics during his next semester had he remained in our school <small>(Cross out one)</small>				
Date _____ <small>(Superintendent or Principal)</small>				
NOTE Use other side of this sheet for explanation of any unusual circumstances which might be helpful in this case				

Fig. 20.—Student Transfer Record Form. (Michigan)

Maine is an excellent example of a combination scholastic and athletic activities record blank. The blank itself indicates that it is "Approved by the Maine Association of Principals of Secondary Schools for official record of participation in athletics and eligibility status of pupil on date of transfer." This blank accompanies a transfer student to his new school and at once gives both his scholastic and athletic record. This seems to be a desirable feature in that the execution of two similar blanks is unnecessary.

The Transfer Blank in use by the Michigan High Athletic Association illustrates a strictly athletic transfer form (Figure 20). Such a blank is necessitated in this and many other states because of the existence of standard academic record forms. It has served its purpose well in this state and, as indicated in the first section of the blank, it is executed by the school to which a student has transferred. The Michigan regulation also provides that a transfer student is not eligible for athletics in the school to which he transfers until his transfer blank, completely filled out, is on file there. This has resulted in considerable speeding up of the forwarding of information concerning transfer students.

**Certification of Athletic Coaches.**—It is an almost universal rule among the state associations that only regularly certificated and full-time faculty members of schools may be coaches of athletic teams. Several reasons are behind this general, and obviously logical, policy. Most state associations are voluntary organizations; that is, they control their memberships by the validity of the regulations which they establish. Thus, it is possible to set up regulations that coaches must be full-time faculty members who receive their pay solely from public funds, and only schools having such coaches may join the association. Michigan is one of the very few states which presents an exception to the general plan. This is because all public, private, and parochial

high schools in the state automatically are members of the state association by virtue of its relation with the Department of Public Instruction. Because of the lack of men teachers in some parochial and small public high schools who could act as coaches, Michigan was faced with the necessity of making a special regulation to take care of this situation. The regulation in this respect which is in effect in Michigan follows:<sup>11</sup>

All coaches and assistant coaches of all athletic teams are to be certificated under Michigan state law or be approved by and registered with the Department of Public Instruction.

Michigan, preferably, desires that all coaches be regularly certificated faculty members and will work toward this realization. In the meantime the registration of nonfaculty coaches has helped to fix responsibility for athletic coaching with school officials where outsiders are engaged.

As indicated previously, the Michigan situation is the exception rather than the general practice. Most state association by-laws are definite in establishing the status of coaches. There is little doubt that the coach should be a regular member of the faculty of a school. This is important from educational as well as administrative standpoints. All faculty members should have the school point of view and its educational interests at heart. This might not be true with outside coaches. By and large, there is no question that athletics may be much better administered if the coach is a regular part of the school system. There should be much less possibility of "downtown influence" if all the control and policy-making for athletics are handled in the same manner as other educational subjects are administered. A few examples of state association by-laws relative to coaches follow. Oklahoma provides <sup>12</sup>

<sup>11</sup> Michigan High School Athletic Association, *Handbook* (1938), p. 40.

<sup>12</sup> Oklahoma High School Athletic Association, *Handbook* (1932-1933), p. 29.



All coaches shall be certified teachers regularly employed by the Board of Education, and their entire salary shall be paid by that body. They shall have not less than three regular periods of classes, gymnasium, study hall, or administrative duty per day.

Wisconsin's regulation is similar to that in Oklahoma except that it allows for certain emergencies.<sup>13</sup>

No athletic team representing a school belonging to this Association shall be coached by any person other than a legally qualified teacher regularly employed in the school. However, the Board of Control shall have the power to give emergency relief or to permit a school team to be coached by some one other than a hired teacher for some one season provided that such person is not paid for his services.

Louisiana definitely rules that not even student teachers may be coaches.<sup>14</sup>

The coach of any athletic team shall be a member of the school faculty. The Association will rule ineligible members of teams coached by student-teacher coaches.

The California rule on coaches is brief and clear.<sup>15</sup>

Any team, coached by an uncertified person, or by any person receiving any part of his salary from other than school funds, is ineligible under California Interscholastic Federation rules.

The West Virginia regulation concerning coaches brings the discussion of this subject to a close.<sup>16</sup>

Only members of the school faculty shall be allowed to coach teams. A member of the faculty shall be considered one who is a full-time teacher as defined by the West Virginia Department of Education. Anyone else authorized by the principal to assist in coaching must not receive pay either directly or indirectly from the school. Neither a faculty member nor anyone else authorized by the principal to coach or assist in coaching shall receive pay directly or indirectly from the school athletic association; directly or indirectly from any organization, business men's or alumni association; or any individual; or any

<sup>13</sup> Wisconsin Interscholastic Athletic Association, *Yearbook* (1937), p. 37.

<sup>14</sup> Louisiana High School Athletic Association, *Handbook* (1937), p. 17.

<sup>15</sup> California Interscholastic Federation, *Constitution* (1936), p. 6.

<sup>16</sup> West Virginia High School Athletic Association, *Constitution* (1936), p. 10.

individuals. The spirit of this rule is not to be dodged by any method usually employed in so-called "amateur athletics."

The Board of Appeals can take immediate action on such cases and suspend offending schools.

**Registration of Athletic Officials.**—With the exception of a few scattered states, among them being Pennsylvania and Connecticut in the east, Alabama and Louisiana in the south, and Oregon in the west, the policy of registration and classification of athletic officials by state associations is pretty much a middle-western development. The following states in this section have such plans in effect: South Dakota, Kansas, Nebraska, Minnesota, Iowa, Wisconsin, Indiana, Illinois, Missouri, Ohio, Oklahoma, and Michigan. The registration of athletic officials has had as its chief purpose that of improvement in officiating and effecting a closer and better relation between officials and schools. State associations have sought to aid schools in effecting this improved relation through registration requirements. This also has given state organizations the opportunity to have control over officiating as well as to establish general rules interpretations in various sports.

Requirements that only registered officials be used by schools usually apply to football and basketball but often also to baseball and track. Some states require registration in all sports. Registration usually is an annual matter. Fees range from one dollar per year in one or all sports to five dollars for registration for the first year and three to four dollars per year thereafter. Officials usually receive state association publications and often they are required to attend rules interpretation meetings. In some states they must take written examinations in various sports in order to reregister or be promoted to higher classifications. Quite frequently there are two or three classifications of officials, membership in which is dependent upon the number of

games officiated, examination grades, rules meeting attendance, and ratings of schools for which one officiates. Schools send in ratings of officials to the state association

KANSAS STATE HIGH SCHOOL ATHLETIC ASSOCIATION					
APPLICATION TO BOARD OF CONTROL					
E A Thomas, Executive Secretary Topeka, Kansas					19__
I hereby apply for certification as an approved K S H S A A Official and enclose fee of \$_____					
(Fee for one sport \$1.00 More than one sport \$2.00)					
Name _____	Street _____			Phone _____	
City _____	Present Occupation _____				
Experience—Player _____	No Years _____	Coach _____	No Years _____	Official _____	No Years _____
Certification desired—Foot Ball _____		Track _____	Basket Ball _____	Base Ball _____	
References—Superintendents and High School Principals					
Name _____		Position _____		Address _____	
1 _____					
2 _____					
3 _____					
(Over)					

Rule XIII of the Rules and By-Laws of the K. S. H. S. A. A.	
REGISTERED ATHLETIC OFFICIALS	
<p>Section 1. Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools as officials in first team football or basket ball games. In order for an official to become properly registered the following requirements must be met:</p> <p>A. There must be on file in the office of the executive secretary an application blank requesting registration as an official in the sport or sports in which the official desires to officiate, and he must signify his intention of attending at least one official rules interpretation meeting in each sport.</p> <p>B. An annual registration fee of one dollar must be paid to the executive secretary for each sport for which the official is registered.</p> <p>Section 2. The executive secretary shall prepare a rating list each year of the officials in football and basket ball. This rating shall be based on those sent in by the representatives of the schools in whose games the officials have officiated.</p> <p>I agree to the above provisions which relate to requirements for registration and hereby signify my intention of attending at least one official rules interpretation meeting in each sport for which I am registered.</p> <p>Signed _____</p>	

Fig. 21.—Application Form for Registration of Official. (Kansas)

office after games or at the end of the season, and the average or individual ratings by schools then are available to officials. Lists of classified registered officials are published in

state association bulletins or handbooks which are available to schools.

The Kansas rules relative to registration of athletic officials, and the procedure to be followed, are typical of those in many states<sup>17</sup> (see Kansas Application and Renewal Cards, Figure 21, page 103, and Figure 22).

KANSAS STATE HIGH SCHOOL ATHLETIC ASSOCIATION			
APPLICATION TO BOARD OF CONTROL			
F. A. Thomas, Executive Secretary, Topeka, Kansas		_____, 19__	
I hereby apply for renewal of my certification as an approved K. S. H. S. A. A. Official and enclose fee of \$ _____			
(Fee for one sport \$1.00 More than one sport \$2.00)			
Name _____	Street _____	Phone _____	
City _____	Present Occupation _____		_____
Certification desired—Football _____	Track _____	Basket Ball _____	Baseball _____
I agree to the provisions which relate to requirements for registration and hereby signify my intention of attending at least one official rules interpretation meeting in each sport for which I am registered			
Signed _____			
Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools as officials in football or basketball games			

Fig. 22.—Application Form for Renewal of Registration. (Kansas)

Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools in first-team football or basketball games. In order for an official to become properly registered the following requirements must be met:

(a) There must be on file in the office of the executive secretary an application blank requesting registration as an official in the sport or sports in which the official desires to officiate, and he must signify his intention of attending at least one official rules interpretation meeting in each sport.

(b) An annual registration fee of one dollar must be paid to the executive secretary for each sport for which the official is registered.

As indicated in the Kansas rule, officials in that state must have registration cards for the current year in their posses-

<sup>17</sup> Kansas State High School Activities Association, *Handbook* (1937), p. 18.

**SOUTH DAKOTA HIGH SCHOOL ATHLETIC ASSOCIATION**  
 Pierre, South Dakota  
**CERTIFICATION CARD FOR REGISTERED OFFICIALS**  
 September, 1937 to June, 1938

THIS CERTIFIES THAT \_\_\_\_\_  
 is a registered official in the S D H S A A for the following sports.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 and is therefore eligible to officiate in such sports in the  
 High Schools belonging to the S D H S A A  
 Issued \_\_\_\_\_

Signed \_\_\_\_\_ Executive Secretary, S D H S A A

Form G 2853

**INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION**  
 312 CIRCLE TOWER, INDIANAPOLIS, INDIANA  
**Certification Card for Approved Officials**

This Certifies that \_\_\_\_\_  
 is an approved official in the I. H. S. A. A. for the following sports;  
 \_\_\_\_\_  
 \_\_\_\_\_  
 and is therefore eligible to officiate in such sports in the High Schools  
 belonging to the I. H. S. A. A. This Certification Card may be cancelled  
 upon good and sufficient evidence.  
 Issued \_\_\_\_\_

Signed \_\_\_\_\_ Commissioner I. H. S. A. A.

Form G 547-1000

No. \_\_\_\_\_ Sport \_\_\_\_\_  
 Yr \_\_\_\_\_  
 Ohio High School Athletic Association  
 1938-1939

REGISTERED OFFICIAL  
 FOR THE YEAR INDICATED ABOVE  
 \_\_\_\_\_ IS A  
 Commissioner

SIGNATURE OF OFFICIAL  
 \_\_\_\_\_

Fig. 23.—Officials' Registration Cards. (South Dakota, Indiana, Ohio, and Missouri)

sion in order to be eligible to officiate. This regulation is common in most states (see sample registration cards, Fig. 23, page 105). The Illinois plan for registration and classification of athletic officials is an outstanding one, and its by-law follows on the next page.<sup>18</sup>

[illegible]

**Fig. 24.—Supplementary Form for Rating Officials. (Illinois)**

<sup>18</sup> Illinois High School Athletic Association, *Handbook* (1937), p. 22.

In all football and basketball games in which member schools are responsible for selection of officials, only officials registered with the Illinois High School Athletic Association may be employed. This requirement, however, shall not apply to officials who work without compensation."

There are five classifications of officials in Illinois. An elaborate promotional system exists, which includes examinations, ratings in major and minor games, attendance at

Form D-1917

### Nebraska High School Activities Association

#### CONTRACT FOR REGISTERED OFFICIALS

\_\_\_\_\_, Nebraska \_\_\_\_\_, 19\_\_

The \_\_\_\_\_ High School and \_\_\_\_\_ of \_\_\_\_\_, an official registered with the Nebraska High School Activities Association, hereby enter into the following agreement. The \_\_\_\_\_ official agrees to be present and officiate \_\_\_\_\_ games or contests to be played at \_\_\_\_\_, Nebraska, on the following dates during the school year 19\_\_-19\_\_:

Date	Location	Day	Hour	Total Payment
1				
2				
3				
4				

The said school agrees to pay the said official the amount \_\_\_\_\_ herein above for his services. This contract shall be null and void if either the school or the official become suspended from the NHSA. Signed in duplicate this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_.

Superintendent or Principal \_\_\_\_\_ High School \_\_\_\_\_

Official \_\_\_\_\_ Address \_\_\_\_\_

Fig. 25.—Contract Form for Registered Officials. (Nebraska)

rules meetings, and number of years of registration (see the Illinois Supplementary Sheet For Rating Officials, Figure 24).

It is common practice for state associations to provide contract blanks for use of schools and athletic officials. The use of these is good administrative procedure and obviates many misunderstandings. A typical blank of this nature is one prepared by the Nebraska High School Activities Association (see Figure 25). It may be used as an agreement for a single game or for more than one. Attention is called

to the fact that the contract is with a registered official and that the contract is void in case either the school or official is suspended by the state association. Contracts are made out in duplicate, with the school and official each keeping a copy. Some state association contracts for officials provide forfeiture fees for failure of either party to carry out the provisions of the agreement. In most instances, however, payment of this fee by one of the parties does not release it from contract responsibility unless there is mutual agreement to that effect.

**Faculty Managers at Contests.**—It is impossible to place too great importance on the necessity of adequate faculty management of athletics. If the coach is a regular member of the school faculty this usually is realized. Under no circumstances should athletic contests be arranged or managed by students without the active direction or supervision of adult faculty managers. Likewise, it should be a definite rule in all schools that a faculty member should be in attendance at all contests either at home or away. This may seem like an unnecessary statement but its importance is indicated by the fact that numerous state athletic associations make such a requirement a part of their by-laws. Student managers and student assistants should be given a place in the program. But never should the administration or responsibility for it be delegated to them. In most states the superintendent or principal is charged with the responsibility of local athletic management. He may delegate it to faculty members who assume his immediate responsibility. In the last analysis, however, final responsibility in all cases goes back to the administration of the school. Ohio stresses this fact in this by-law:<sup>19</sup>

The administrative head of the school or some authorized representative shall accompany the team to all contests.

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<sup>19</sup> Ohio High School Athletic Association, Constitution (1938), p. 27.



The administrative head of the school shall be held ultimately responsible in all matters in his school which concern interschool contests.

The same regulation pertaining to local management obtains in Massachusetts.<sup>20</sup>

The Principal of the school, or his authorized representative, shall accompany his team to all athletic contests.

The Principal of the school, or teachers authorized by him, shall be the manager or managers of the teams representing the school. All student managers shall be under his direction.

No school shall engage in any athletic contest without the sanction of the Principal.

Washington makes the simple direct statement.<sup>21</sup>

A member of the faculty shall accompany each team on its trips.

**Protests and Forfeitures.**—Machinery is provided in virtually all states for hearing of protests. In most instances, however, it is recommended that contests be played, even under protest, and then evidence upon which the protest is based must be presented in writing, usually within a specified time and in a prescribed manner. This procedure is not universally followed but is in effect in many states. There is a growing tendency to look with disfavor upon protests which are made after contests have been played and lost which undoubtedly would not have been made had the game been won. Likewise, most states are definite in their dealings with schools that remove their teams from field or court before the natural conclusion of contests in which they are competing. Such a procedure hardly can be justified educationally.

It is the common rule in most states that the use of ineligible players by a school automatically results in forfeiture of the game or games in which such players participate.

<sup>20</sup> Massachusetts High School Athletic Association, Constitution and Rules of Eligibility (1937), p. 2.

<sup>21</sup> Washington High School Athletic Association, Constitution (1935-1936), p. 8.

Usually this action results regardless of the circumstances under which the violation occurred. There is an exception to this policy in Michigan, however. In that state leagues or athletic conferences may act on forfeitures in so far as they affect the standings of teams in their own organizations. Circumstances regarding the violation, of course, are reported to the state athletic association and handled in the regular way. It has been felt in Michigan that leagues could do as they wished regarding standings of schools in games won or lost, even if a school had used ineligible players. If the schools competing in contests are not league members the games have been declared forfeited by the State Association if ineligible players participated. It is interesting to note that, in virtually all cases, leagues have declared all games forfeited in which ineligible players have participated. They have hesitated to establish a precedent of nonforfeiture which might cause later embarrassment. The Michigan rule provides:<sup>22</sup>

Accidental, intentional or otherwise use of ineligible players may result in forfeiture by a school in all games in which that or those ineligible players participated. Any league may, by notification to the State Director of Interscholastic Athletics, at any time determine the standing of schools within its own league with reference to forfeiture. A report of all such decisions shall be filed with the State Director within ten days after such decisions.

In contrast to the Michigan policy, again it is significant to note that protests, in most states based on declaration of ineligibility of participants, usually result in automatic forfeiture. South Carolina has such a typical regulation:<sup>23</sup>

Any school that violated any of the eligibility rules of this League may be suspended by a two-thirds vote of the Executive Committee. Charges of ineligibility may be filed in writing with the Eligibility Committee at any time preceding a contest, or within 24 hours after the

<sup>22</sup> Michigan High School Athletic Association, *Handbook* (1938), p. 48.

<sup>23</sup> South Carolina High School League, *Constitution* (1937-1938), pp. 39-40.

contest. Such charges filed within one week preceding a contest shall not debar a player from that contest, or delay or postpone the contest; but if later the player is declared to have been ineligible at the time of the contest, his or her school shall not be credited with the victory. Football, basketball and baseball games participated in by ineligible players shall be forfeited to the team using only eligible players.

Indiana has had experience with court action in protest of the rulings of its state association.<sup>24</sup>

The Athletic Council deplors the action of any individual or individuals in resorting to court action in seeking redress in High School athletic difficulties in the I.H.S.A.A. and unanimously decides that the Board of Control should secure legal advice and fight such cases through the Supreme Court of Indiana if deemed necessary.

\* \* \*

When a contestant, official game, or decision is protested, the game should be played as scheduled and the protest with evidence filed with the Board of Control for settlement later.

The Montana High School Athletic Association sets up a definite procedure for handling protests, stating that they must be written (six copies), accompanied by a five-dollar deposit which is returned if the protest is allowed. A protest must be filed within ten days after a contest unless information which was the basis for it was not obtainable within that time. The school against which the protest is made is given a copy of the charges and allowed a reasonable time to answer them, following which the decision of the athletic board is made. Montana will allow protests for the following alleged grievances:<sup>25</sup>

A member school may protest another for violating the rules of the Association, for violating the spirit of fair play or good sportsmanship, for using an ineligible player, for breaking an athletic contract.

New York also has an established procedure for protests. Also in the matter of forfeitures its rule is definite.<sup>26</sup>

<sup>24</sup> Indiana High School Athletic Association, *Handbook* (1936), pp. 164, 165

<sup>25</sup> Montana High School Athletic Association, *Constitution* (1938), p. 17.

<sup>26</sup> New York State Public High School Athletic Association, *Handbook* (1938-1939), p. 34.

If a school uses ineligible pupils in any inter-school contests, such contests shall be forfeited to the opposing school or schools.

All cases of eligibility should be referred to the league president for decision. The league presidents should be guided by association rules and by-laws and may request help in their interpretation from their district board.

Appeal may be made without penalty from decisions of the league president to the district board, which will review arguments or evidence, and which will have power to confirm or reverse the judgment of the league presidents.

Appeals may be taken from the judgment of the district boards to the central committee.

When the central committee is not sitting, the executive committee of the Association constitute the court of last resort and has power to confirm or reverse the decisions of all other officers on all matters within the jurisdiction of the central committee.

If the case cannot be satisfactorily determined by the Association officers, it shall be referred to the Director of the Health and Physical Education Division of the State Education Department.

Missouri makes this statement regarding charges or protests which one school may make against another:<sup>27</sup>

A school making charges against another school to be taken up at the meeting of the Board of Control shall make them in the form of writing and accompany them with a certified check of \$15.00 which will be returned when it appears before the Board of Control to press the charges.

Minnesota's regulation regarding automatic forfeiture is typical of those in most states.<sup>28</sup>

The penalty for playing an ineligible player shall be forfeiture of the game and disqualification of the player from interschool athletics for one (1) year from date of offense.

South Dakota has an interesting by-law which has as its purpose the confining of athletic disputes strictly to school officials.<sup>29</sup>

<sup>27</sup> Missouri State High School Athletic Association, *Handbook* (1935-1936), p. 8.

<sup>28</sup> Minnesota State High School Athletic Association, *Handbook* (1938), p. 39.

<sup>29</sup> South Dakota High School Athletic Association, *Rules and Regulations* (1936), p. 15.

In case of complaints against schools for violations of the rules the Board of Control may suspend for one year any school whose case is represented by lawyers or delegations of any sort other than bona fide school officials.

South Dakota is not alone in the desire to keep matters regarding athletic control strictly within the schools inasmuch as some other states have regulations similar to the one quoted above. Iowa also has an identical regulation.

**Approval of Meets and Tournaments.**—Regulations for approval of meets and tournaments not sponsored by state athletic associations are quite universal. They have as their reason for existence an attempt to insure that there will be equity in competition and protection to the contestants. In some states the approval procedure undoubtedly is a mere formality, while in others, definite assurance must be given to state association authorities that certain required standards will be met. State association approval has also been a method by which undesirable meets have been eliminated. Sometimes the circumstances under which they have been held, or the sponsors of them, have been objectionable. By refusing to grant approval, or withholding sanction until requirements have been met, state associations have been able to provide better types of competition for high school contestants. The Michigan regulation is similar to those in most state associations and provides:<sup>30</sup>

A school competing in any meet or tournament not sanctioned by the state athletic director shall be liable to discipline by the Representative Council or Executive Committee.

In some states meets or tournaments are defined as events in which three or more schools compete. In California the rule is strict in its intent to keep high school athletes from competing in any event except those which schools themselves direct.<sup>31</sup>

<sup>30</sup> Michigan High School Athletic Association, *Handbook* (1938), p. 48.

<sup>31</sup> California Interscholastic Federation, *Constitution* (1936), p. 5.

All athletic activities, of whatsoever nature, involving more than two schools, must be under the direction, supervision, and control, of the Board of Managers of that section.

1. If the competing schools are restricted to one section, the event must be approved by the Section Board of Managers.

2. If the event involves competition between schools in more than one section, the event must be approved by the State Federated Council.

3. Any violation of the above rules will automatically suspend the competing schools from the California Interscholastic Athletic Federation.

**Limitation in Number of Contests and Duration of Seasons.**—Comparatively speaking, action in the direction of such limitation by state athletic associations is quite recent. The thought has persisted in a great many schools that the number of games they should schedule was their own business. Some still feel that way about it. During the last four or five years there has been a tendency to establish limits in number of games, especially in football and basketball. Likewise, more requests have come to state associations to set up season limits in these two sports than in the others. This has been the result of the exertion of pressure from sources outside the school for post-season, interstate championship, so-called "bowl," charity, and all-star games. In order that exploitation and undue emphasis might be lessened, many states have set a maximum for the number of games which a school may play as well as limited the time during which its contests may occur. In many states these regulations, as they affect basketball, pertain to the regular season and make allowances for state association-sponsored tournament competition. In football, especially, the practice period is often defined in its relation to the season. New York's rule relative to football is:<sup>32</sup>

Interscholastic competition in football shall be limited to a maximum of

<sup>32</sup> New York State Public High School Athletic Association, *Handbook* (1938-1939), pp. 29-30.

seven games a season. At least three weeks of training shall precede the first game. No game shall be played with college freshmen. All organized team practice and games shall be limited to the period between September 1st and December 1st. Interschool competition in football shall be permitted only in those schools which have 20 or more boys physically fit and eligible for participation. Competition shall be limited to boys enrolled in grades 9 through 12.

New Jersey has set up a regulation concerning all out-of-season practice.<sup>33</sup>

Formal practice in a sport which occurs in the next school year shall be declared incompatible with the ideals of this Association. (For instance, spring practice for football or basketball.)

. . . all informal practice for football prior to September 1 [shall] be dealt with as above.

The Washington High School Athletic Association immediately suspends a school which competes in a post-season game. It defines its sport seasons as follows:<sup>34</sup>

The football season shall begin with the first day of September in the fall and close with the Saturday following Thanksgiving; the basketball season shall begin when the football season ends and close with the last day of the State Basketball Tournament; the track and baseball seasons shall begin when the basketball season ends and close with the 15th day of June.

Virtually all states have definite regulations against organized summer football practice or pre-season training camps. Indiana limits the number of basketball games to twenty during the regular season and allows teams to play in two tournaments in addition to the state association tournaments, provided that all the games played in one of the tournaments are counted in the season limitation. New York limits basketball to fifteen games, exclusive of sectional games. There must be two weeks of practice before the

<sup>33</sup> New Jersey State Interscholastic Athletic Association, *Handbook* (1936), p. 33.

<sup>34</sup> Washington High School Athletic Association, *Constitution* (1935-1936), p. 15.

first basketball game may be played by a school in that state. Michigan limits the maximum number of football games to nine, recommends but eight, and requires that there be three weeks of practice prior to the first game. Schools sponsoring football may play fourteen regular season basketball games. Schools not playing football may participate in seventeen basketball games. The state association basketball tournament games are not included in these limitations. The basketball season ends with the start of tournament play by a school. Wisconsin and Kansas also have requirements that there must be at least three weeks of football practice in the fall prior to the first game. Many states also prohibit spring football practice as indicated by West Virginia's rule.<sup>35</sup>

There shall be no spring football practice or summer camps for football training and practice. Regular football practice may begin on or after August 25.

West Virginia also provides that schools which sponsor football may not schedule basketball games for play within a month of the close of the football season. The Virginia High School Literary and Athletic League bars spring football and pre-season practice. The rule in Virginia also brings in the element of the place where practice must be held.<sup>36</sup>

No school which holds membership in the League shall engage in regular practice in any athletic sport before September 1. Practice must be held on the school's athletic field and confined to the usual length of period. Spring football practice is also prohibited.

**Girls' Interscholastic Athletics.**—Regulations relative to athletic activities for girls vary extensively in the different states of the nation. In recent years there has been a tendency

<sup>35</sup> West Virginia High School Athletic Association, Constitution (1935), p. 11.

<sup>36</sup> Virginia High School Literary and Athletic League, Constitution, University of Virginia Record Extension Series, July, 1937, p. 27.



to limit competition for girls, with some states having eliminated interschool play entirely. Nebraska has eliminated interscholastic basketball for girls. Illinois has the following rule concerning girls' athletics:<sup>37</sup>

No school belonging to this Association shall permit girls to participate in interscholastic contests.

From this extreme in one state there is the other limit in Oklahoma and Mississippi, where state championships in girls' basketball are held. Further consideration will be given to the subject of interschool athletics for girls in a subsequent chapter. In most of the states there are no regulations specifically prohibiting girls' athletics. In many of them, however, there are definite restrictions and recommendations. It does not seem to have been a case so much of disapproval of competition for high school girls but, rather, dissatisfaction with the manner in which some of the competition has been conducted in the past. A number of states limit schedules in certain sports and recommend that only women coaches be allowed to coach girls' teams. In virtually all states the eligibility regulations of the state association apply equally to interscholastic athletic activities for girls and for boys. In states where the interschool program has been eliminated or curtailed, there have been definite efforts to substitute something for it. Girls' play days, festivals, and the formation of Girls' Athletic Associations are indicative of such efforts.

### Special Contest and Administrative Regulations

Briefly, there are listed herewith some illustrations of unusual or special regulations which have been adopted by selected state associations. They may seem a little unusual, especially when the reasons for their enactment may not be fully understood. These which are listed are some of the

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<sup>37</sup> Illinois High School Athletic Association, *Handbook* (1937), p. 20.

more outstanding ones and do not represent all that might have been included.

**No Football Championships.**—In contrast to the nine states which decide championships in football there are a few states that have by-laws specifically prohibiting it. Most of the state associations, however, make no reference to this matter. The Wisconsin regulation is illustrative of those which do.<sup>38</sup>

There shall be no attempt to determine the state high school football championship and no team shall schedule games for that purpose.

Kansas, likewise, is opposed to the possibility of schools determining state championship in football and makes this additional restriction:<sup>39</sup>

No football games shall be played except those scheduled by and entirely under the control of the principals of the schools represented by the teams playing, or of the Board of Control. No games may be played upon a neutral field without the sanction of the Board of Control.

Note: The Board of Control disapproves the policy of playing games on neutral fields and is opposed to the sanctioning of games which are sponsored in any way by agencies outside the schools.

**Conduct of Coaches.**—A number of states have regulations relative to the conduct of athletes and possible penalties for unsportsmanlike actions. Alabama has such a rule which applies to coaches. It also acts on a school which employs a man affected by the rule.<sup>40</sup>

A coach proven guilty of immoral or unsportsmanlike conduct may be disqualified by the Central Board of Control. Any school using a disqualified coach shall be subject to suspension from the Association.

**Conduct of Team Followers.**—Several states have rules which make the home school responsible for the conduct of

<sup>38</sup> Wisconsin Interscholastic Athletic Association, *Rules Supplement*, October, 1937, p. 8.

<sup>39</sup> Kansas State High School Athletic Association, *Yearbook* (1937), p. 15.

<sup>40</sup> Alabama High School Athletic Association, *Handbook* (1936-1937), p. 42.

the crowd. Several others insist that a team is responsible for its followers wherever it plays. Minnesota has such a rule.<sup>41</sup>

Visiting teams shall be held responsible for the conduct of visitors from the home town regardless of where the contest is being played.

Oregon is even more specific in the detail of its regulation.<sup>42</sup>

Any school, whose students, supporters, rooters, or partisans take part in: riots, fights, pilfering, painting, or any unsportsmanlike conduct against any other school in the association shall forfeit all games played and won; and shall be automatically suspended for an indefinite period from the Association.

**Junior College Jurisdiction.**—Illinois is one state in whose *Handbook* reference is made to the jurisdiction of its state association over junior college athletic activities. Undoubtedly state associations throughout the country will be asked to do more with advanced high school grades and junior college organizations in athletic matters during the next few years. There is a tendency to add at least another grade in some of our larger high schools and this is bound to bring its athletic problems. Illinois makes these statements:<sup>43</sup>

Junior colleges coming under the jurisdiction of the Illinois High School Athletic Association must observe all the rules of the Association; rules relating to age restriction and residence excepted. The term "Junior College" is to be interpreted by the Board of Control.

**No Decoration Day or Christmas Day Games.**—California lists under the heading "Important Rulings" of the California Interscholastic Federation the following statement on this matter:<sup>44</sup>

No interscholastic games of any kind are to be played on Decoration Day or Christmas Day.

<sup>41</sup> Minnesota State High School League, *Handbook* (1928), p. 39.

<sup>42</sup> Oregon High School Athletic Association, *Constitution* (1937), p. 26.

<sup>43</sup> Illinois High School Athletic Association, *Handbook* (1937), p. 24.

<sup>44</sup> California Interscholastic Federation, *Constitution* (1936), p. 5.

**Mid-Week Contests.**—Several states recommend that games not be played by high schools during school time or on evenings preceding a school day. In Ohio, however, a definite rule is in effect which requires that approval be secured from the Commissioner for all such games.<sup>45</sup>

The consent of the Commissioner must be secured before engaging in an inter-school contest on any day of the week when school is in session except Friday afternoon.

A request under this rule must be made or countersigned by the superintendent, principal, or faculty manager, and should reach the Commissioner not later than one week before the date of the proposed contest.

**Application of Athletic Rules to All Interscholastic Extra Curricular Activities.**—The regulation concerning the above apparently is inferred in some states while specifically stated for each activity in others. Some activities associations have specific eligibility and contest regulations for each activity. Maine makes a single statement on the matter as far as eligibility regulations are concerned.<sup>46</sup>

All eligibility rules applicable to athletics shall apply to all interscholastic extra-curricular activities.

**Fees for Athletic Officials.**—Texas has established a scale for the payment of athletic officials which is based on the receipts of contests. Several states have established flat maximum fees and expense allowances. The Texas plan is unique.<sup>47</sup>

<i>Receipts</i>	<i>Fee</i>
If up to \$100	\$7.50
If \$100 to \$200	10.00
If \$200 to \$500	15.00
If \$500 to \$1000	20.00

<sup>45</sup> Ohio High School Athletic Association, Constitution (1938), p. 23.

<sup>46</sup> Maine Association of Principals of Secondary Schools, *Handbook* (1938), p. 22.

<sup>47</sup> Texas University Interscholastic League, Constitution and Rules (1937-1938 Revision), University of Texas *Bulletin*, p. 9.

If \$1000 to \$5000 . . . . .	\$25.00
If \$5000 or more . . . . .	40.00

Certain specified mileage is allowed, dependent upon the number of officials traveling together (5¢ to 8¢ per mile) as well as meals and lodging. Failure on the part of a school to adhere to the payment schedule “. . . shall carry the same penalty as the violation of any other eligibility rule; that is, forfeiture of the game.” The District Committee, however, may decide that an emergency existed and waive the penalty.

**No Combination of Schools for Athletic Purposes.**—Louisiana states this rule definitely, and it is one which is inferred in most of the state association regulations.<sup>48</sup>

No two high schools will be permitted to unite for athletic purposes.

**Elimination of Interschool Boxing.**—Michigan adopted a regulation which became effective in 1938 that<sup>49</sup>

There shall be no interschool competition in boxing.

This rule was adopted because of difficulties which seemed inevitable if such action were not taken. It seemed apparent that interschool boxing ceased to be a sport of skill and became one of combat in which punishment of one of the contestants was necessary in order that the other might win. Difficulties also were encountered in teaching and officiating the activity and, at the same time, keeping educational objectives in mind. In many cases community feeling ran too high in its interest in boxing as an interschool activity. From an intramural standpoint usually it is a fine activity and may be encouraged. There it can be controlled and kept on its right level as an activity of skill. Michigan was prompted in its action by the resolution adopted by the Society of State Directors of Physical and Health Education at

its Twelfth Annual Meeting held at Atlanta, Georgia, April 19, 1938:

WHEREAS, There seems to be an increasing tendency to promote interscholastic boxing in some communities and on the part of some individuals; and

WHEREAS, That activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating;

BE IT THEREFORE RESOLVED, That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs;

BE IT FURTHER RESOLVED, That this Society encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport.

### Summary

This summary presents a few brief statements regarding each of the contest regulations discussed in this chapter. They are not necessarily conclusions but, rather, are attempts to show some of the actual common practices which generally obtain.

**Contracts for Athletic Contests.**—Most state athletic associations supply contract forms and will not be concerned with disputes between schools involving contract violations unless standard contract forms were properly executed. Written contracts, properly signed by authorized school officials, should be in existence for all interscholastic athletic contests.

**Eligibility List Procedures.**—Virtually all states have some plan for the exchange of lists of eligible players prior to contests. This varies from a formal letter in one state sent by one school principal to the other listing eligible boys for a game, to plans in other states for the preparation of complete scholastic and athletic data on all contestants which are exchanged prior to each contest. In some states schools

send complete data to each school on its schedule at the start of the season, with a supplementary list being sent later carrying names of eligible players only. In a few states, only the latter lists are sent. In a great many states data on all contestants are sent to the state association office, either at the start or end of the season.

**Records of Transfer Students.**—Such records usually are one of two types: (1) a combination scholastic and athletic blank; and (2) a blank which is strictly an athletic record with only such scholastic information as is necessary to determine athletic eligibility. It is quite common for state athletic associations to furnish transfer blanks. This provides a common procedure for recording and forwarding athletic and scholastic information regarding students who transfer from one school to another.

**Certification of Athletic Coaches.**—It is an almost universal regulation that only faculty members who receive their pay from public school funds may be engaged as athletic coaches. Usually, they must be regularly certificated teachers with specified teaching loads in addition to coaching duties.

**Registration of Athletic Officials.**—At least one-third of the states require that athletic officials in designated sports must be registered with their state associations for the current year in order to be eligible to officiate in high school games. Usually, there are different classifications of officials, dependent upon a number of factors, including ratings from schools, experience, examination grades, attendance at rules meetings, and the like.

**Faculty Managers at Contests.**—Regulations to this effect not only are desirable but have been incorporated in the by-laws of a majority of state athletic associations. Responsibility for the athletic program rests with the school administration, although phases of it are delegated to faculty

managers. Student management always should be under the supervision of faculty managers.

**Protests and Forfeitures.**—Protest procedures are quite definitely outlined in a number of states. Usually they must be in writing, within a specified time. It should be kept in mind, however, that the state association executive body always has the right to make investigations of alleged violations, even though no formal protest has been filed. In almost all the states the use of ineligible players by a school automatically results in forfeiture of all games in which such contestants participated.

**Approval of Meets and Tournaments.**—When three or more schools compete in an athletic event it is common practice in most states to require that there be state association approval of it. This procedure is to insure that regulations will be in effect which are comparable to those under which regular state association events are conducted. Thus, competing and entertaining schools, as well as contestants, are protected to an extent greater than otherwise might be the case.

**Limitation in Number of Contests and Duration of Seasons.**—There seems to be a tendency on the part of state associations to limit the number of games during regular seasons in certain sports. Especially is this the case in football and basketball. Likewise, season limits are defined in these two as well as in some other sports. Practice periods, in relation to seasons, also are stipulated in several states.

**Girls' Interscholastic Athletics.**—Most states have no specific regulations regarding interscholastic athletic activities for girls. There is manifestation of some tendency to limit the program so that it will conform to standards established by national women's organizations. Commonly the general eligibility regulations of state associations apply alike to girls and boys.



**Special Contest and Administrative Rules.**—The following matters are the subjects of rather uncommon or unusual rules found in the by-laws of one or more state athletic associations:

1. Elimination of football championships.
2. Conduct of coaches.
3. Conduct of team followers.
4. Junior college jurisdiction.
5. No Decoration Day or Christmas Day games.
6. Mid-week contests.
7. Application of athletic rules to all activities.
8. Fees for athletic officials.
9. No combination of schools for athletic purposes.
10. Elimination of interschool boxing.

## CHAPTER VI

# Policies and Administration Plans for Local Athletic Programs

### Importance of the Local School Administrative Policy

**Knowledge of Problems Necessary.**—Previous chapters have considered phases of administration of the athletic program from national and state viewpoints. In each instance there has been reference to either the school itself, the local school athletic association, local boards of education, or the school administration. The reason for such consideration is self-evident. Without the local school and its organization for administering the athletic program, there would be no program. Some might consider this a trite statement but its importance cannot be overemphasized. The measure of success of athletics in our schools today is dependent upon the plans for handling them and the interest and integrity of the schoolmen responsible for the programs.

Too many times men and women come out of our teacher-training institutions with little or no intimation of the problems in athletics which they may be called upon to face. This is not an indictment of colleges and universities in the training of their teachers. Rather, it is the statement of a reality caused by the seeming impossibility of including a cursory review of athletic matters in the busy college schedules of men and women who will assume administrative positions in education. In every instance the prospective superintendent or principal will be the final authority for the

athletic program in his school. He should receive some insight into this responsibility which he is bound to have to assume. If he comes into a system in which much of his responsibility may be delegated, he still should know the problems in order that he may be familiar and sympathetic with them.

The day has gone when, because a man has played outstanding football, basketball, or baseball in college, he may be considered adequately prepared to administer an efficient educational athletic program. Such a program calls for well-defined organization, public relations, understanding of the relation of the school to the state athletic association, delegation of duties and responsibilities, understanding of eligibility and contest administrative regulations, relations with other schools—all these and many others, as well as the ability to coach one or more sports or to see that faculty members are secured who are able to perform such duties. The realization that all these matters may be in the day's work of the superintendent, principal, athletic director, faculty manager, coach, and assistant coach is reason enough that attention be given them before one is placed in a situation where they are part of the job. Another most important matter in the establishment of the program is that of determining the place of athletics with relation to physical education. Likewise, the relation of interscholastics to intramurals should be definitely understood.

**Internal Control Principles in Athletics.**—Dr. Harlan C. Koch of the University of Michigan asked eighty-eight students in a class in high school administration to list principles which they thought should be included in the internal control of high school athletics. Thirty-eight specific principles were mentioned by five or more students. The following principles were included in those presented by at least

one-third of the class. The number of students and the percentage of the class mentioning them are given in parentheses.<sup>1</sup>

1. Rules of eligibility for participation in interscholastic competition should be adopted under stipulations of the state athletic association. (80 students, 90.9% of the class)

2. Athletic competition should be developed by the department of physical education as an integral part of its program. (78 students, 88.6% of the class)

3. The program of interscholastic athletics should be in harmony with objectives of secondary education. (76 students, 86.4% of the class)

4. The principal should have appellate jurisdiction in athletic matters. (75 students, 85.2% of the class)

5. The coach should be a full-time member of the teaching staff (71 students, 80.7% of the class)

6. The development of good sportsmanship should be the major aim in competition. (53 students, 60.2% of the class)

7. Athletics should be financed by the board of education. (50 students, 56.8% of the class)

8. Physical examinations should be prerequisite to participation. (39 students, 44.3% of the class)

9. Teachers should not be exposed to pressure from any source with regard to matters of eligibility. (36 students, 40.9% of the class)

10. The principal should delegate the management of finances to a member of the faculty. (35 students, 39.8% of the class)

11. Both the school and the community should be educated concerning the basic values of interscholastic athletics. (31 students, 35.2% of the class)

12. Awards having intrinsic, rather than symbolic, value should be eliminated. (29 students, 33% of the class)

### Establishing and Defining the Athletic Policy

**Relation of Athletic Policies and Outside Groups.**—Any school, regardless of its size, can and should define its athletic policy and inform its patrons accordingly. This simply means that the administration should decide on the program to be followed throughout the year and adhere to it. It is

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<sup>1</sup>Harlan C. Koch, "Proposed Principles of Internal Control of High School Athletics," *The School Review*, September, 1937, pp. 525-528.

realized that circumstances and local situations often affect and sometimes either seriously cramp or overstimulate school administrators in determining their athletic activities and the extent of them. There are the "downtown" interests who frequently are more concerned with the athletic record and superiority of the local high school team than the educational values of athletics and the welfare of the participants. Also, there are those individuals who have no idea of the problems involved in some of the suggestions made by students themselves or by apparently well-wishing school patrons. The activities of such people present a real problem to the school administrator. This makes it all the more important that the school's athletic policy should be understood, and this will never be the case unless it is discussed. Bring it out in the open. However, one should not be too intent upon an immediate change in the athletic ideals or policies of a community which have been of long standing.

It is much easier for the superintendent or principal to be the leader in the small community, especially, if he actually takes the lead. By this it is meant that he may discuss with his board of education, social and civic groups, influential townspeople, and school student bodies the athletic program to be sponsored during the year. Policies in other progressive communities should be cited. National trends may be quoted. Advice is available from state or national officials on matters pertaining to athletics. The same procedure holds true for schools in larger communities. In larger cities, however, there is usually not the attempt to dictate policies regarding athletics that is to be found in the small town. This arises from the fact that the cities are favored by having more varied interests on the part of students and patrons, with the result that there is not the degree of keenness of interest in athletic details or management found in smaller schools. In large schools often there is more of an

impersonal interest in team members than in smaller communities.

**Athletic Policy Considerations.**—Problems in determining a school's athletic policy will vary with its locality. However, there are some common matters to which school administrators may well give consideration in establishing their athletic programs and policies:

1. The relation and division of available facilities and personnel between intramural and interscholastic athletics.

2. The number of sports activities in which the school can offer (a) proper teaching and coaching; (b) adequate equipment; and (c) satisfactory playing facilities.

3. Educationally justifiable athletic schedules—length of them and frequency of games.

4. Methods of financing the athletic program.

5. Should girls' interscholastic athletics be a part of the program?

6. The place of junior high school athletics in the general athletic program.

7. The student and faculty relation in the organization for the control of athletics.

8. Understanding of the relation of the local school to its league and state athletic association.

9. The policy of the school in the care of, and payment for, athletic injuries.

10. Delegation of authority to coaches or faculty managers in matters pertaining to contracts, eligibility, equipment, schedules, officials, and the like.

### Division of Responsibility in a Local School

It has been stated previously that the local superintendent of schools in virtually all states is, in the last analysis, responsible for the athletic program of a school. In some in-

stances the principal is charged with this responsibility; but, ostensibly, his authority is derived from the administrative head of last resort, the superintendent. This obtains in schools regardless of their size. If the school is a one-man institution, the superintendent acts in all capacities and there is no division of responsibility. If it is larger, the principal assumes control and, in turn, delegates part of the immediate responsibilities to athletic directors, faculty managers, or coaches. It is the relation of these officials to each other, and their responsibilities, which are to be discussed here, as well as the place to be filled by student managers and student athletes.

**The Superintendent of Schools.**<sup>2</sup>—In the first place it is the duty of the superintendent to keep before the community the fact that athletics are one of the component parts of the educational program. If the athletic program cannot be justified educationally, as are other phases of the curriculum—both in school and outside of school—then it has no excuse for existence. Continually, athletics should be so conducted that emphasis may be placed on their value as an educational tool for the training of citizens. The superintendent should be instrumental in the formation of the school's athletic policy. He should have a definite understanding with principals, athletic directors, or coaches concerning it, and then expect and give mutual support in carrying out that policy. Also, it should be the responsibility of the superintendent to see that the board of education is kept informed as to the athletic program and policy of the school or schools. The time has gone when the success of the program should be measured in terms of number of games won or lost. Rather, it should be evaluated both on the attitude of contestants and spectators and on the har-

<sup>2</sup> Discussion based on "An Athletic Code for Superintendents and Principals," Michigan High School Athletic Association, *Handbook* (1938), p. 62.

mony with which it fits into the remainder of the curriculum.

**The High School Principal.**<sup>3</sup>—The relation of the high school principal to the athletic program is more definite and detailed than that of the superintendent of schools in most instances. Athletics are a part of the curriculum of the principal's school. Actually, athletics should be considered a subject to be taught and one from which educational experiences are to be derived, by both contestants and student spectators. It is only natural, therefore, that the principal will be charged with many details, part of which he may delegate if the school is of sufficient size. He should thoroughly understand the athletic policy of the entire school system. If his school is one of several in the system the athletic program in his institution should be conducted in accordance with the general scheme advocated or in effect in the city concerned. Early in the school year the individual responsibilities of all concerned with the program should be understood. The principal should be assured of this and then give his unqualified support to each individual in carrying out his part of the program.

Chief among the details for which the principal is responsible is that of eligibility of contestants. Such certification always should be based on complete information concerning students' athletic and scholastic histories. Also, student bodies should be instructed as to their responsibilities in contributing to the value of the athletic program. The principal may do much to bring about better relations between schools by attempting to foresee and forestall any possible differences or misunderstandings. Attempts should be made to settle them before they develop and, usually, every possible attempt should be made to avoid publicity. As evidence of his interest in the athletic program, the principal should attend as many of the contests as possible. Com-

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<sup>3</sup> *Ibid.*



commendations of outstanding examples of good sportsmanship or fine citizenship should be given to visiting schools. There should be a definite understanding with all school athletic officials regarding their responsibilities concerning game officials, finances, schedules, care of playing facilities, control of spectators, care of contestants, and so on. Usually it is the principal's duty to proportion existing facilities of the physical plant of the school between intramural and interscholastic athletics, as well as between boys' and girls' activities. The principal should see that athletics are an integral part of the school's physical education program.

**The Athletic Director or Coach.**<sup>4</sup>—In this discussion these terms will be used synonymously. In larger schools often there are faculty managers who perform many of the administrative details which have been delegated to them by the high school principal. In the vast majority of schools the athletic director is the coach. Responsibilities listed for both, thus, might be considered as applying to the one concerned. Again, the athletic policy of the school should be understood completely by athletic director or coach. It would be futile for either of them to advocate or conduct a program which was not in accord with the policy of the administration. Either the director should influence the superintendent and principal to adopt the policies proposed, or he should follow theirs. There isn't room in one system for two different athletic policies.

The athletic schedules which are proposed should be considered first from the welfare standpoint of the students who will be competing. Likewise, they should be educationally sound. The coach or athletic director may do much to enlist the aid of the community in establishing a character-building program. There should be agreement that persons guilty of exhibiting unsportsmanlike conduct should be re-

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<sup>4</sup> *Ibid.*, p. 64.

fused admission to athletic contests. Minute attention should be given to such matters as securing qualified, neutral game officials and complete preparation of all details for athletic contests. The coach, as such, should bring real educational technique into his coaching of each sport and remember that at all times he is a constant pattern for the behavior and sportsmanship of the boys under his direction. The athletic director or coach may develop a relation with other members of the school faculty which will be most beneficial to the program. This should be done through a policy of keeping them informed of schedules, important rulings, eligibility regulations, state association policies, and interesting anecdotes concerning the sport in season. Simply, it is keeping the school and all its divisions informed regarding athletics. A word of caution may be necessary in this connection. Never attempt to use one's position as coach, faculty manager, or athletic director to influence a teacher to declare a student eligible who has been marked ineligible. It is a bad precedent to establish in a school because students soon will learn of such procedures and seek aid in obtaining special concessions.

**The Student Manager.**—Student managers should be not only necessary but valuable aids in administering a local school athletic program. They may be made the "connecting link" between faculty control of athletics and the student athletes themselves. In this capacity a student manager may be invaluable to his coach or faculty manager. He has the students' point of view and may be of real aid in making the program run smoothly. His responsibilities should be delegated ones entirely and not extend beyond the school. The care of equipment, the performance of specific details in connection with visiting teams, game officials, home game arrangements, and practice sessions—these

and many more should be jobs which the student managers may do most efficiently.

Often, student managers are elected to their positions; in other cases they are appointed by principal, athletic director, or coach. Sometimes they are boys who, because of overage, too many semesters of enrollment, or the like, are ineligible for further athletic competition. It seems rather apparent, however, that the most successful type of student manager is not the ex-athlete who has become ineligible. Too many times he is too likely to concern himself with practice and play rather than perform the duties which are required of him. The student manager should keep the fact in mind that he has been selected for his job because of his honesty, faithfulness, and dependability. In many cases he will have access to records and valuable equipment which run into hundreds or thousands of dollars. He should treat such material as his own and attempt to safeguard it accordingly. He also should remember that the coach and faculty manager are busy men and that when a duty is assigned to him by either of them it should be possible for them to consider the task as good as done.

An efficient organization for carrying on the athletic program is as important as a well-coached and well-balanced team. The student manager always should remember that his contribution is a vital part in the whole athletic scheme of things even though it may not be very conspicuous. Schoolmen should keep the fact in mind also that we "learn to do by doing" and that more students will be brought into the program by use of the student manager system. In virtually all instances they are more than glad to be of service. Usually they don't have to be paid, but they should be given recognition by being awarded a school letter, or some other suitable emblem.

**The Student Athlete.**<sup>5</sup>—Certainly no athletic policy of a school would be complete without consideration of the individuals for whom the program is planned. Rules, regulations, detailed plans—all these are valueless unless the student himself makes his contribution. Sometimes we consider him only as the contestant, but when that is the case the real educational implications of athletics are lost. Life in a democracy is the ability to counterbalance one's privileges with one's responsibilities. So it is in athletics. When a student is granted the privilege of playing on his school team, he must assume some responsibility in connection with it. Fair play and courtesy to opponents are basic fundamentals. Playing for the joy of playing and not "quitting" should always be foremost. A student athlete should play according to the rules of the game, and he has the right to expect that his opponent will do likewise. Officials of the game must be respected, and it should be known that they will enforce the rules.

At all times the conduct of the athlete should be such that it will bring credit and honor to his school. Student athletes are "student ambassadors" of their school when they play games out of town. In view of this added responsibility they should conduct themselves accordingly. Faithfully completing his school work is only one of the ways an athlete may give evidence of his loyalty to both his school and his team. To be true to himself, as well as to his school and his team, it is imperative that an athlete follow in their entirety all training rules laid down by the coach. The world has little use for the athlete who offers an alibi for his defeat. Neither does it condone the braggart who wins. He should be modest and considerate in victory. When his team loses, a real athlete will attempt to correct his faults through his failures. Above all, he should be a good sportsman and learn the meaning of the word in all its implications.

<sup>5</sup> *Ibid.*, p. 66.

### Organization Plans

The preceding discussion has dealt with responsibility for the athletic program and phases of it which might be delegated to various school and student officials or agencies. Recognition of such responsibility is important in the formulation of plans for organization of the athletic division. Reed and Campbell point this out:<sup>6</sup>

One of the first questions to be settled in planning an athletic program is that of responsibility. Some one must be responsible for the policy of the school, the arrangement of games, the handling of finances, and the general supervision of the entire program. Before attempting to organize the physical education department, the school board and the superintendent of schools (or the principal), should arrive at a very definite understanding of what they want the department to stand for and what they want it to contribute to the life of the school. The agreement upon this aim is of paramount importance.

It follows from the above quotation that the authors of it believe the athletic program should be a definite part of the physical education program. That is the thesis also held in this discussion. Also it is apparent that the breadth of participation and student interest often make the athletic program an entire school program. That is what the term "interscholastic" means—representatives of one school program in competition with representatives of another school program. It is realized that in many small schools there is no regular physical education program largely because of lack of funds and facilities to conduct it. Small high schools rather than larger ones are common throughout the nation. In Michigan, for example, over 550 of the 700 high schools which engage in interscholastic athletics have enrollments of less than three hundred students; 250 have less than one hundred students. Another 100 schools have enrollments of between three hundred and seven hundred. Only about

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<sup>6</sup> Wm. G. Campbell and Ralph King Reed, *Coaching High School Athletics*, p. 59. Los Angeles: C. C. Crawford, University of Southern California, 1932.

65 high schools in Michigan have more than seven hundred enrolled in them. However, nearly half of the high school students in Michigan attend these 65 larger city schools.<sup>7</sup> It is reasonable to assume that the Michigan spread is fairly typical, considering the nation as a whole. It might vary either way, of course, in states which are more industrially urban than Michigan and in those more rural in character.

All the above goes to show that suggested plans of organization for athletics in schools of such varying sizes must, of necessity, be different. While there are elementary fundamentals peculiar to all them, yet it is self-evident that there will be a different athletic setup in a school with one hundred students and in one with fifteen hundred to four thousand. The chief distinction, however, doesn't seem to come about quite so much from the number of students enrolled, after a certain minimum is reached, as from the number of coaches in the school. It is obvious, of course, that more teachers are used and more coaches are available in schools with large enrollments. The point which is being made, however, is that after a school has its personnel of athletic director, faculty manager, coaches, and assistant coaches, there is not much difference in the plan of organization for athletics whether there are five or six hundred students, or five or six thousand enrolled. The plans which will be discussed here will deal with: (1) The small school with virtually a one-man organization for coaching and managing athletics; (2) The medium-sized high school with a superintendent, principal, one coach, and possibly another member of the faculty who acts as an assistant coach; (3) The large high school with a principal, athletic director or faculty manager, and a corps of coaches and assistant coaches, all of

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<sup>7</sup>According to information obtained from Michigan High School Athletic Association Classification Information Cards, Michigan high schools in 1937-1938 which sponsored interscholastic athletic activities had an enrollment of 225,000.

whom usually are members of the physical education department of the school.

**A Small-School Organization Plan for Athletics.**—In a discussion of an organization plan in a small high school, the assumption is made that it is usually a one-man school. By this is meant that the superintendent usually is the only man on the faculty or, at least, that he has to do the athletic coaching. In such schools there seldom, if ever, is a physical education program as such. Regardless of the smallness of the school it seems feasible to bring as many faculty members and students in close contact with the program as is possible. Good school administrators do this with other curriculum activities and school programs. Obviously, the school superintendent will have to take the initiative and act as athletic director and coach. He may well form an athletic council which could meet at least informally from time to time. The problems of the small school athletic program generally are not of sufficient magnitude to require regular meetings of this group. It seems advisable that the council be composed of:

1. The superintendent of schools.
2. The three to six additional members who usually constitute the remainder of the high school faculty in the average small high school.
3. A member of the local board of education.<sup>8</sup>
4. An elected or appointed representative of the student body.

The value of establishing a permanent organization of this type in the small school lies in the fact that it is ready to

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<sup>8</sup>There is a difference of opinion on this point. Some school administrators do not favor the presence of board of education members on any school committees. Their feeling is that the board delegates its managerial duties to the superintendent or principal and should have no more to say regarding athletic management than regarding other branches of the high school curriculum.

function whenever called upon to do so. It can be the policy-making body if desirable. Such items as schedules, equipment, awards, and finances are other matters which may be given consideration by this group. Even though these may seem to be routine, the most important point is that an actual, permanent athletic organization has been established.

Some small schools, especially, may find themselves confronted with the problem of having to seek the services of an individual as coach who is not a member of the school faculty. Others may find that some individual in the town has in the past offered his time and services to the school as coach or assistant coach and wishes to continue this. Arrangements of this kind should be entered into only after considerable thought. Many state athletic associations do not allow their member schools to employ or use coaches who are not regularly certificated and full-time faculty members.<sup>9</sup> Others allow nonfaculty members to work only if they receive no remuneration for their services. In the event that a small school finds it necessary to allow a non-faculty member to coach a team, or to assist in its training, his duties should be only those of technical instruction. He should have no voice in the establishment of athletic policies of the school or in the management of its teams other than in matters pertaining strictly to their coaching. The safest and most justifiable policy from an educational standpoint is that of not using any individuals in any capacity in the administration of the athletic program, or the coaching of teams, who are not regularly certificated, full-time, school faculty members. Seldom are nonfaculty members used for regular curricular duties by schools, or even for other extra-curricular activities. The same policy should be in effect for interschool athletics.

Years may pass without anything unusual coming before

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<sup>9</sup> See pages 99-102.



the school athletic organization; but, when an emergency or crisis does arise, the machinery for handling it should be able to run more smoothly than otherwise might be the case if no organized plan is in existence. In most small schools there will be not more than one sport in operation at one time, and in some schools not more than one during the year. This does not call for an elaborate organization, but the formation of a council such as proposed will give the opportunity to effect a public relations program as well as to establish a democratic agency for administering school athletics.

**A Medium-Sized High School Organization Plan for Athletics.**—What is meant by a medium-sized high school? For the purposes of this discussion, the medium-sized high school will not, in some respects, be considered to differ greatly from the small school in the previous discussion. In addition, however, the high school of medium size will be understood to mean one with a faculty of from eight to twelve or fifteen members, in addition to the superintendent. In virtually all cases there is a man as principal and at least three or four additional male members on the faculty. One man usually does most of the athletic coaching, with another member of the faculty possibly acting as his assistant or coaching one or more sports himself in case two activities are sponsored by a school during overlapping seasons. Schools in this classification will be assumed to have enrollments of from one hundred fifty to three or four hundred students. In such schools it will be considered the exception rather than the rule if there is a regularly organized physical and health education department with its definite physical activity, health instruction, and health service programs. It is obvious that schools as described in this general grouping will represent the great mass of American high schools which engage in interscholastic athletic competition in this country.

An organization plan for the control of athletics in the medium-sized high school presents unlimited educational

possibilities. Chief among them is the opportunity to keep the athletic program in its proper place in the curriculum of activities of the school. Sometimes, in "the nearly big" towns, overemphasis on the importance of athletic teams, winning ones especially, is likely to develop. In the same way that it is valuable in the smaller schools, so an athletic council may function well in schools of this size. Recommendations for the personnel of such a body in the medium-sized high school are as follows:

1. The superintendent of schools.
2. The high school principal (who should act as chairman).
3. The athletic coach and the assistant coach, if any.
4. One additional member of the high school faculty. (This member should be a new individual each semester or year, so that more members of the faculty may have first-hand information concerning the school's athletic policy and program).
5. One member of the local board of education.<sup>10</sup>
6. One or two representatives of the student body (preferably elected).

It will be seen that the suggested form of organization for schools in this group is more elaborate than that for smaller schools. This is only natural. It should not be assumed, however, that proper administration of the program is more important in one instance than in another. It is simply a case of the larger school system generally lending itself to more efficient organization for the administration of all educational matters, including athletics. It will be noted that the principal has been designated chairman of the athletic council in place of the superintendent. The principal is in charge of the administration of other high school subjects;

<sup>10</sup> See footnote 8, page 139, regarding difference of opinion on this point.

thus, it is logical that he should have immediate responsibility for the athletics. In schools of this size the relations and contacts between superintendent and principal are very close and ideally they work as a unit. This is highly desirable, but in most cases superintendents are glad to delegate immediate responsibility for the athletic program to their high school principals. The athletic coach and assistant coaches should be members of the council because of their obviously vital connections with the program. In considering matters of policy or procedure it is recommended that the head coach only should vote. At least one high school faculty member should serve on the council in addition to the principal and coaches. As indicated, it seems desirable to rotate this faculty membership frequently in order that more faculty members may understand the school's athletic program and its objectives.

Council membership need not necessarily be limited to men members of the faculty, regardless of the policy of the school concerning interschool athletics for girls. Again, a member of the local board of education is recommended as a member of the athletic council. In most communities in which schools of this size are found, at least one of the board members is anxious and willing to serve. This presents a fine opportunity to acquaint a representative of the lay public with problems involved in school athletics. At the same time, if a member of the board of education is accorded the courtesy of acting as a member of the athletic council, such membership may pave the way for financial or other aid from the board for the athletic program. As indicated previously, however, there are two sides to the question of whether or not a board of education member should serve on the athletic council in an active capacity. The inclusion of a student representative, or representatives, to membership on the council has a democratic motive because it brings in the

student body of the school, other than participants, as a functioning agency. Quite often this is a valuable consideration and provision should be made for it.

It is desirable that the meetings of the athletic council in schools of this size be more formal than those in smaller schools. Usually, there are more matters of policy to be discussed as well as decisions to be made. Accounts of the meetings should be kept and it may be advisable to publish them in the local newspaper or school paper, if one is issued. If the publication is not feasible it is suggested that reports of council meetings be made to the student body at student assembly periods. The purpose of these suggestions is that of keeping students and public informed of the athletic policies and program of the school. It is common knowledge, of course, that school athletics, dramatics, forensics, musical activities, and the like, attract the attention of both students and school patrons to an extent greater than do most other school functions. Keep them informed regarding the things for which the school stands in all of them. Precedents can be established and publicized much easier through regular procedures than when unusual circumstances arise.

As to routine business, the council should consider and approve all schedules. Athletic equipment should be authorized and purchased on its order. Recommendations for athletic awards should be received by it from the coach or coaches, and be either accepted or rejected. The coach and school officials often may protect themselves from considerable criticism and embarrassment if all awards are granted by action of the athletic council on the basis of character, school citizenship, and athletic ability.

Complete reports of all finances, both receipts and expenditures, should be made to the council by the treasurer. Generally, this officer should be a faculty member. It is impossible to take too much precaution in the handling of the

athletic finances of a school.<sup>11</sup> It is recommended, although it may not seem necessary in all cases, that the approval of engagement of athletic officials for home contests be a matter of council record. Such procedure has value because, if attention is given this important matter sufficiently in advance of the contest, it is probable that better officials will be secured and mutual satisfaction of competing schools more nearly assured. Likewise, school action in securing an athletic official makes him the school's guest, and that is an important thing for students and school patrons to understand.

**A Large High School Organization Plan for Athletics.—**The large high school, as distinguished from the medium-sized high school discussed in the preceding section, is one with much the same setup, except that it has a well established physical and health education program and usually sponsors a much greater range of athletic activities. Much of the detail work in administering the athletic program is delegated to the athletic director or faculty manager, the title of this official being dependent upon school terminology. Several coaches and assistant coaches make up the athletic coaching staff. School policies vary as to whether these men are, or are not, members of the physical education department. As indicated previously, the enrollment is not an especially important consideration beyond a recognized minimum. Thus, it might vary from as low as four or five hundred to as many as four or five thousand.

As in the suggested plans for athletic organization in the small and medium-sized high school, it is also recommended that an athletic council, board of control, or governing board be established. Its personnel should include:

1. The superintendent of schools. (Undoubtedly his connection with the administration of the athletic program in the high school will be entirely advisory.)

<sup>11</sup> See pages 234-255 for further discussion of athletic finances.

2. The high school principal (who should act as chairman).
3. The athletic director or faculty manager of athletics.
4. The head coach of each sport sponsored by the school. (Assistant coaches should meet with the council, if possible, but only in an advisory capacity and in order to be familiar with all action relative to the school athletic policy.)
5. One or two members of the high school faculty, to be appointed by the principal. (Should include the head of the physical and health education department if he is not the athletic director or a head or assistant coach.)
6. One member of the local board of education.<sup>12</sup> (This courtesy should be extended to the board with the request that it appoint a member.)
7. The supervisor of physical and health education for the local school system.
8. A boy and girl to be elected by the student body as its representatives.

This may seem like quite an extensive membership list for an administrative board to handle a high school athletic program. The scope of activities, however, should justify the inclusion of all these individuals when the factors which they represent are considered.

The *superintendent of schools* should be a member of the council by virtue of his office. If there is more than one school in a system it is doubtful if he will take a very active part in the athletic deliberations of any of them. He should always be consulted in an advisory capacity because of his final responsibility for the entire program. As the nominal head of all the divisions of the school system he should be extended the courtesy of exercising his prerogative relative to athletics if he desires to do so. The least that may be done

<sup>12</sup> See footnote 8, page 139.

is to see that copies of the accounts of council meetings are forwarded to him for his files.

Many of the athletic details of responsibility will, of choice and necessity, be delegated by the *high school principal*. This is as it should be. The faculty usually is large enough in these schools so that this can be done in athletics the same as in dramatics, music, and forensics. It is essential, however, that final authority and responsibility for the high school athletic program be kept under close supervision by the principal. He should be permanent chairman of the council, which usually should meet at least once a month, or oftener, being subject to his call. Many times the principal in larger high schools actually will be not much more than the presiding officer at the council meetings, especially if the athletic director or faculty manager, coaches, and treasurer are efficient officers.

The *athletic director* or *faculty manager of athletics* should be the representative of the high school principal in all athletic matters involving the school. In some respects he might be classified as the head of the business division of the athletic department. When his work is considered from that angle, it seems as though the term "faculty manager" is more fitting and properly descriptive. His job should be that of handling all business details relative to the athletic program except that of coaching the teams. All reports should be made to him by coaches and assistant coaches and in turn forwarded by him to the principal or reported to the athletic council. School stenographic services should be at his disposal in order that he may carry on correspondence regarding schedules, officials, game arrangements, and other details. At council meetings the athletic director should have all information at hand regarding matters to be considered at that particular session.

Some schools may find it possible and feasible to combine

the duties of the head coach in one or two sports with those of the athletic director or faculty manager. Where that is done, probably the individual concerned could quite properly be called the athletic director because his work would be all-inclusive enough so that the term would have the proper connotation. General experience seems to indicate that a large school's athletic program may be administered more efficiently when the two jobs are not combined. In the present-day large high school there is considerable athletic clerical work to be done, and the inclusion of a faculty manager as a member of the athletic administration staff seems to be a wise procedure. The faculty manager's duties in seeing that athletic eligibility data on each candidate for teams are compiled is usually one man's work in itself.

In many large high schools there is no head coach as such but, instead, a head coach for each sport. In others one man coaches two or three sports. The tendency seems to be for a coach to handle not more than two sports during the academic year, usually those sports which are not in successive seasons. In many cases, also, a man acts as head coach for one sport and assists in another. As stated previously, the *head coach in each sport* should be a member of the athletic council. Assistants should "sit in" on the meetings, if possible, in an advisory capacity. Too many times coaches feel that they do not have enough to say regarding the policy-forming activities of the athletic program in a school. If they are a part of the athletic council this gives them a rightful opportunity to help in the formulation of the program policies. If their suggestions are not adopted, the complete discussion of them in the council meetings should show them the reasons for their nonacceptance.

The coach may add much of value to matters which will come before the council because, after all, he is dealing most



directly with the students for whom the entire program is drafted. Quite often the coaches are younger members of the athletic staff, and they may bring with them some of the newer ideas relative to athletics in education. The coach should always be used in every possible capacity because it not only broadens the program but also tends to broaden him. It acquaints him with athletic administrative problems involving the entire school with which probably he would not become familiar in any other way.

At least *two other faculty members*, in addition to the principal, athletic director or faculty manager, and coaches should be members of the athletic council. Preferably one of them should be the dean of boys or the assistant principal of the high school. This provides for continuity in policy and procedure in case of absence of the principal. The other faculty member of the athletic council should be the school or athletic association treasurer. He should have information available relative to receipts and expenditures, both factors being important items in any athletic program. It is not recommended that these two members be alternated with other faculty members as was suggested for the medium-sized high school because this would be unfeasible, owing to the size of the faculty. Information regarding the athletic program of the school or important regulations concerning it which affect them must be prepared in announcements, presented at faculty meetings, or carried in the school paper. If, by any chance, the head of the physical education department of the school is not the athletic director, faculty manager, or head coach, he should be a member of the athletic board of control. It is difficult to conceive that such a situation would exist, but the matter should be handled as suggested if it does. Annually, there is a closer relation developing between physical education and athletics,

and rightly so. Certainly, the man who heads the physical and health education program in a school should be a valuable asset to any administrative or policy-making body in interscholastic athletics.

In spite of varied opinions on the matter it is recommended that the *board of education* be advised of the plan for control of athletics in the high school and invited to appoint a member to attend the council meetings if it desires to do so. This not only gives the board information to which it is entitled but also may be a very valuable connection for high school athletics in a great many ways. It should be seen that a copy of all accounts of the athletic council meetings, as well as periodic financial statements, are sent to the secretary of the board of education. This procedure is just good business.

Where there are two or more high schools in a city, the *supervisor of physical and health education* for the school system should be a member of the athletic council of each of the high schools. He may be a very valuable member. At least he may represent the superintendent of schools and see that the latter is kept informed of matters which should come to his attention. The supervisor also may aid in helping to keep the athletic policies and procedures of all the schools in one system more nearly uniform. Again, the supervisor usually is a man of considerable athletic and physical education experience and should be decidedly valuable counsel.

*Two students* are suggested as athletic council members, a boy and a girl. It is recommended that they be elected in connection with student council or all-school elections. This procedure, again, brings attention to the student body that athletics are a democratic all-school function. Quite often the girl who is elected to the council may serve as its secretary. This is valuable training for her and at the same time

may be assurance that complete records of all council meetings are kept.

Meetings of the athletic council should be conducted in a businesslike manner. As indicated, complete records of all meetings should be kept. It is obvious that matters which will come before the council for consideration in the large high school will be quite similar to those of the medium-sized school. Many of these also will be in common with basic ones which are of importance to the smallest high school sponsoring interscholastic athletics. The chief differences will be the number and extent of them. The following are among the matters which should receive athletic council consideration and approval:

1. Policies.—The athletic policy of the school should have formal approval of the council. This should be the guiding principle for the school's annual program.

2. Schedules.—Schedules in all sports should be submitted to and approved by the council prior to their announcement.

3. Contracts for games.—All game contract provisions should be presented to the council by the faculty manager for approval.

4. Budgets.<sup>13</sup>—Estimated budgets of receipts and expenditures should be discussed and the latter approved. Complete financial reports should be made to the council.

5. Equipment.—Purchases of all athletic equipment should be authorized by the council.

6. Officials.—Final approval of athletic officials for all home games should be a matter of council record.

7. Awards.—The council should receive recommendations from head coaches and authorize all awards to student athletes and student managers.

<sup>13</sup> See pages 255-277 for further discussion regarding athletic budgets.

8. Athletic injuries.—A definite policy of the attitude and responsibility of the school regarding athletic injuries should be established and well understood.

9. Duties of administration.—The athletic director or faculty manager should be instructed as to specific duties he is to perform, subject to the approval of the principal.

10. Unusual circumstances.—Any unusual circumstances regarding home or away game arrangements, officials, equipment, and the like, should be explicitly understood and approved by the council.

In a critical examination of the items listed for consideration by the athletic council of a large high school it will be observed that they are nearly all-inclusive. Such was the intention in listing them. The council should be, as its name implies, the body that counsels on matters athletic. Be the school large, medium, or small in size, emphasis should be placed on the importance of the program-governing board being a well-informed organization which actually knows what is taking place. It should be the "board of directors" of interscholastic athletics of the school. Someone might raise the question as to why the elaborate organization should be accorded the athletic program if it is to be considered as having only its regular place in the educational scheme of things in a school. It might be said that no such arrangements are made for music, social studies, sciences, or other regular school subjects. The answer is that the organization is formed so that the athletic program will be kept in its logical place. The nature of athletics, with their wide student and adult interests, is such that sometimes overenthusiasm might raise havoc with an otherwise sane program. For this reason the athletic council organization in a school may serve as a "governing" as well as an "administering" body. Again, the council very conveniently may be used by the high school principal as an agency for making final de-

cisions on matters when requests are made to him upon which he may not care to make a statement at the time. Thus, the athletic council, board of control, or governing board has a valuable place in the high school athletic program because it can be:

1. A policy-making organization,
2. An administrative body,
3. A counseling group,
4. A contact organization,
5. A body for making the athletic program a coherent one.

### **Plans for the Control of Interschool Athletics in Large Cities**

In most instances each local high school in a large city will have an organization in effect for handling its athletics which may be similar to one discussed under "A Large High School Organization Plan For Athletics." In several cities, however, there are central agencies for determining and governing the athletic program for local interschool competition. Many such cities feel that they have sufficient competition among their own schools so that very few or no outside games are played. A brief presentation of salient facts in connection with four such cities will be presented. Detroit, Chicago, Philadelphia, and Los Angeles are the four cities which have been selected because their organizations represent four rather distinct plans, although the Philadelphia and Chicago plans seem to have greater similarity than the others. Detroit sets up a board of athletic control, or athletic council, by appointment of the superintendent, in which the identity of individual schools in controlling their programs is somewhat overshadowed by the central organization. In Chicago the board of control is made up of a representative of each school, in addition to the director of physi-

cal education and his men assistants. Philadelphia has a supervisory committee on athletics appointed annually by the superintendent of schools. The director of physical and health education is general chairman. Los Angeles has an advisory committee on athletics, with the physical education section of the public schools being responsible for the general program. Significant parts of the plans or organizations of these four city systems will be quoted and followed by brief summaries and comments.

**Detroit.**—The Detroit organization is called the “Detroit Public School Athletic League,” but in addition to the nineteen high schools in the Detroit system there are included the Hamtramck, Highland Park, and University of Detroit High Schools. The latter is a Catholic boys’ high school and the former two are public high schools located in separate municipalities entirely surrounded by the city of Detroit. The following statements from the Athletic Manual of the league explain the administration plan in Detroit:<sup>14</sup>

The Supervisor may call upon the three following groups for advice concerning matters in connection with the work in this department, namely: the Athletic Council, the high school principals, and the Athletic Directors’ Committee.

The schedules for all games and contests are made by the Supervisor of Health Education in Charge of Athletics. All outside games involving expenditures must have the signatures, on the contracts, of the Supervisor and the Director of Educational Expenditures before being operative.

The Board of Athletic Control or Athletic Council is composed of the following: the Supervisor of Health Education in Charge of Athletics, the Supervising Director of Instruction, the Director of Educational Expenditures (who is treasurer of the Detroit Public School Athletic League), two high school principals, one assistant principal, one house principal or group teacher, three athletic directors, one athletic coach, and one eligibility chairman. No two of the members are to be from the same high school. The Supervisor of High School Health Education shall be chairman of this group.

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<sup>14</sup>Detroit Public School Athletic League, *Athletic Manual* (1937-38), p. 7, Board of Education Publication No. 110.

This body has power to settle individual eligibility problems for the city high schools, and to advise concerning financial matters and policies regarding the general athletic situation.

The Supervisor of Health Education in Charge of Athletics meets with the high school principals to talk over any possible athletic problems that may arise.

The Athletic Directors' Committee consists of the Supervisor of Health Education in Charge of Athletics and one member from each high school who has been appointed by the principal. The committee has power to recommend to the Supervisor of Health Education in Charge of Athletics on matters relative to schedules, playing fields, officials, athletic programs, and other details involved in games and contests. The Supervisor shall be chairman of this group. The same system of control applies to girls' athletics, the Director being represented by a woman, Assistant Supervisor of Health Education.

The Detroit Athletic Manual goes on to explain the handling of finances and purchases of athletic equipment through the board of education. Funds realized from athletic contests are sent to the department of educational expenditures. Supplies are requisitioned to the supervisor and bought on bid through the board of education purchasing department. Game officials are assigned by the supervisor's office on the basis of ratings from the preceding season. The account of the Detroit plan has been stated quite in detail because it is an outstanding one illustrative of rather highly centralized control. The success of it has helped to make the health and physical education department of the Detroit Public Schools known throughout the country.

**Chicago.**—The plan of organization for the control of athletics in Chicago high schools is somewhat different from that in Detroit. Each school maintains its own program, controls its own finances, purchases its own equipment in much the same manner as single high schools do in larger cities. Mr. August Pritzlaff, Director of Physical Education in the Chicago public schools, says:<sup>15</sup>

The athletic program is an integral part of the Physical Education program. The Board of Education supplies such equipment as bats and balls but does not supply uniforms. These are purchased out of gate receipts by the individual schools. The coaching of all sports is carried on, in the main, by teachers of Physical Education. In only two instances is any coaching of athletics carried on by academic men and this is according to an old plan. The coaches receive time compensation hour for hour with class work.

The name of the Chicago organization is the "Chicago Public High Schools Athletic Association" and membership is limited to high schools under the supervision of the Chicago board of education. A board of control is the governing board.<sup>16</sup>

The Board of Control shall consist of the Director of Physical Education and his men assistants and one representative from each high school in this Association, who shall be appointed by the principal of that school.

\* \* \*

The Director of Physical Education shall be the Secretary-Treasurer.

\* \* \*

The Board of Control may charge each member an entry fee not to exceed \$5.00 for each team in any sport in which the school competes. The fee must be in the hands of the Secretary-Treasurer on or before the committee meets to arrange a schedule for that sport.

Financial receipts are divided equally between competing schools in Chicago unless mutually agreed otherwise in the contract. Protests by schools may be made to the secretary-treasurer if accompanied by a five dollar deposit (returnable if protest is allowed). Sports committees are set up for each activity and complete eligibility lists of competing schools must be sent to the supervisor's office two weeks before the opening of the league schedule. As is the case with Detroit, the Chicago plan seems to have worked satisfactorily for the schools of that city, and the athletic pro-

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<sup>16</sup> Chicago Public High Schools Athletic Association, Boys' Division, Constitution and By-Laws (September, 1937), pp. 1, 2, 4, 10.



gram, with its relation to physical education, is well and favorably known.

**Philadelphia.**—In Pennsylvania the school code of the state sets up provisions regarding the conduct, management, and control of interschool athletics in public high schools. The Philadelphia board of public education has adopted the following resolution in this connection:<sup>17</sup>

Resolved, That the Superintendent of Schools shall appoint annually a supervisory committee on athletics, to serve without compensation, to consist of representatives from various types of public schools, together with such persons engaged in work in physical education in the public schools as the Superintendent may select. And the Superintendent may also appoint others in an advisory capacity. This committee, acting under the direction and control of the Division of Physical and Health Education, shall prepare regulations and schedules governing interschool athletic activities throughout the school system, and otherwise assist in the conduct of school athletics, subject to the approval of the Superintendent of Schools.

The Philadelphia plan also provides that the director of physical and health education shall be a member of each of the four sections of the supervisory committee, of which he is chairman. The committee sections are as follows: Boys' High School, Girls' High School, Junior High and Continuation High Schools, Elementary Schools. Under general regulations the Philadelphia Rules provide:<sup>18</sup>

The Supervisory Committee on athletics shall prepare regulations governing interschool athletic activities throughout the school system including:

- (a) The number and nature of the contests arranged for or played under its jurisdiction.
- (b) The schedules for such contests or games.
- (c) The eligibility of the participating contestants and officials.
- (d) The length and character of the games or events.
- (e) The basis and mode of awarding honors to the participants.

No athletic team composed of pupils in any public school or schools

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<sup>17</sup> *Rules for the Control and Management of Boys' Interschool Athletics* (1937), p. 4, Board of Education, School District of Philadelphia.

<sup>18</sup> *Ibid.*, pp. 5-6.

of this district, or in any capacity representing such school or schools, shall enter into or play any contest or game of any kind with any team of or from any organization or institution located outside of this School District unless the proposed arrangements for such contest or games shall meet the approval of a majority of the Committee and the Superintendent of Schools.

In order to be eligible to participate as an official or contestant in any interschool game or contest, a pupil in a public school in this district must maintain in school such standards in conduct, scholarship, and physical fitness as may be prescribed by this Committee.

The direct control of interschool athletics in each school shall be vested in an authorized body, which authorized body in the case of any school having an incorporated alumni may be its Committee on Athletics as now constituted, subject in each case to the rules laid down by the Board of Education, the Superintendent of Schools, and the Supervisory Committee on Athletics.

The Philadelphia regulations also set up the approved sports, with special rulings on each of them as to their conduct and participation by contestants. The setup is complete and, apparently, has been a most satisfactory arrangement for the schools in this city.

**Los Angeles.**—The Los Angeles plan for control of athletics represents a six-league organization of the senior high schools in the Los Angeles city school district. The regulations “. . . are the result of various rules passed by the Board of Education, the Superintendent's office, the Vice-Principals of the six leagues and compiled by the Physical Education Section.”<sup>19</sup> The physical education section of the Los Angeles schools is charged with the responsibility of administering the athletic program.

Unique among the Los Angeles regulations is the four-class competition provided in sponsored activities. Teams are organized on the basis of an age-height-weight classification for all sports. Another unusual regulation in Los Angeles is the requirement that there are to be no night con-

<sup>19</sup> Los Angeles Board of Education, *Rules and Regulations Governing Inter-School Athletic Contests*, 1936.

tests. Following will be found several outstanding regulations indicative of policies in effect:<sup>20</sup>

No individual or school athletic team may participate in night contests. All outdoor contests must close not later than 10 minutes after sundown. All indoor contests must close by 6:00 P.M.

\* \* \*

Instruction in athletics is permitted on school days only, and for a period not to exceed two hours daily. There shall be no directed organized practice, scrimmage or contest on Saturday, Sunday, holidays or during any institute or vacation period.

\* \* \*

Schools may not protest a game because of decisions involving judgment of officials. Any protest must be made in writing within 48 hours of close of contest.

\* \* \*

(1) Only those persons holding California Teachers' credentials shall officiate at contests in which high schools of the Los Angeles School District are involved. Teachers, upon approval of Principal, may leave their schools without loss of salary in time to start the game as scheduled.

(2) Teachers may not leave their schools to officiate at athletic contests other than those in which at least one Los Angeles School District team participates, before the official teaching day has been completed unless salary deduction is made.

\* \* \*

All questions pertaining to high school athletic contests, not fully covered in the rules and regulations adopted by the Board of Education, shall be referred to the Physical Education Section.

Rules governing the conduct of athletics in the Los Angeles High School District may not be changed or suspended except by the Advisory Committee on Athletics upon approval of a Deputy Superintendent.

Los Angeles regulations for interschool competition apply to nine sports, and definite rules for participation in each of them are established. Schools may not play outside the Los Angeles district except in a few specified cases. Net funds realized from athletic contests are divided equally between competing schools. Championships in leagues are

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<sup>20</sup> *Ibid.*, pp. 7-9.

determined on a percentage basis in some sports and are city-wide in others. Subject to the general regulations in effect, it is apparent that other matters pertaining to athletic competition are handled by local schools in Los Angeles.

### Some Large City Policies in the Administration of Athletics

During the 1937-1938 school year a most interesting and informative study concerning important athletic policies in several of the larger cities of the nation was conducted by James E. Rogers of the National Physical Education Service. Four questions were asked of twelve city administrators of physical education. The questions follow, together with the summaries for each of them as formulated by Mr. Rogers:<sup>21</sup>

1. In what major cities of the country does the Board of Education supply adequate playing spaces, fields, halls, courts, etc., their maintenance, repairs, and policing, as part of its curricula?

*Conclusion summary*—Facilities are becoming better and more adequate and school boards are assuming more responsibility in this direction.

2. To what extent does the trained leadership or coach get roster compensation or financial remuneration over and above his regular teacher roster or salary for such work?

*Conclusion summary*—Trained leadership is in demand but there is no extra compensation for coaching. There is a less curricular load for those who coach.

3. To what extent is personal equipment, football uniforms, helmets, footballs, shoes, bats, balls, track shoes and all personal playing material furnished free to the members of the school squads?

*Conclusion summary*—The practice is divided. The majority of Boards of Education give supplies and equipment such as balls and bats; the different cities vary in degree—some more, some less. Personal

<sup>21</sup> James E. Rogers, *Study of Important Policies in the Administration of School Athletics*, National Physical Education Service Pamphlet, 315 Fourth Ave., New York, 1938. Cities included in this study were: Baltimore, Chicago, Cleveland, Denver, Hartford, Minneapolis, Pasadena, Philadelphia, Pittsburg, Providence, St. Louis, and Wichita.

equipment comes from the athletic fund. The funds are raised through gate receipts. The students pay a very small, nominal season fee. However, some schools give money for personal equipment from school funds.

4. To what extent is the student body admitted free to see all contests, both as to "Home" games and those of other schools in the same community?

*Conclusion summary*—Practically all cities make a small, nominal charge, usually \$1.00, for a season ticket.

There is a tendency therefore to make athletics educational in content and in administration. There is a tendency to make provision for it like any other subject both as regards facilities and equipment. There is a desire that someday athletics will be free from gate receipts so that it will be placed on the same basis as any other subject in the curriculum. These are wishful tendencies. The practice varies as the various answers show.

### Athletic Leagues and Conferences as Administrative Agencies

During the last decade especially, high schools have grouped themselves into leagues and conferences for athletic and other interscholastic competition. As such, they have established principles and policies as far as their interschool athletic relations are concerned. Their chief purposes, however, have been the arrangement of schedules, declaring of league championships, maintenance and preservation of records, and assignment of athletic officials. High school conferences have been patterned very much after similar collegiate athletic associations and have performed like functions. The one exception is in the matter of interpretation and enforcement of athletic eligibility and contest regulations. In most instances these come from state athletic associations.

**Services of Athletic Conferences.**—Athletic conferences and leagues perform a valuable service to member schools. Their value lies in their local administration. Usually, the league or conference is made up of schools in a comparatively small geographical section of the state. Schools are of com-

parable size and the activities sponsored by them are similar or identical. Preferably leagues should be small in size (five to eight or ten schools). This latter consideration is important because an unwieldy organization is ineffective. Usually all member schools should meet each other in all sports sponsored by the league during the season. If this can't be done it is quite safe to say that the organization is too large. Schools are likely to "shop around" for games when league schedules are set up so that they may determine their league standing by playing what they consider to be the weaker schools in the organization. Invariably this leads to dissension; thus, it seems wise to advocate that league membership be kept small. As stated previously, leagues and conferences can and do perform valuable services to member schools. Among such services the following might be listed:

1. Enable member school officials to become better acquainted with each other through their league meetings.
2. Provide opportunities for schools of comparable size to compete with each other.
3. Allow the determination of league championships through comparatively local competition and without excessive team travel.
4. Provide methods for keeping league records of individual achievements and school standings.
5. Assign contest officials by league officers and establish uniform fee rates.
6. Develop definite ways for the improvement of sportsmanship at athletic contests through programs, exchange assemblies, and the like.
7. Insure full schedules of all member schools in league-sponsored sports.
8. Conduct league meets and tournaments in appropriate sports.

9. Act in an advisory capacity with state athletic association officials on matters of general athletic importance.

10. Establish local league regulations for the conduct of games, including student and spectator control, admission prices, complimentary tickets, program arrangements, and so on.

## CHAPTER VII

# Athletic Contest Management

### Importance of Efficient Management

The management of a school's athletic contests may be the barometer by which the administration of its entire athletic program is indicated. Efficient management demands respect for the event itself. Inefficient management, or lack of attention to seemingly minor or unimportant details, lessens the educational value of a game to both contestants and student spectators. At the present time, in most localities, schools carry on their athletics with the help of public support through gate receipts. Probably we all hope for the time when it will be unnecessary to charge for interschool athletic contests and when boards of education will support athletics in their entirety. That day is not yet here. It behooves schoolmen, therefore, to establish their athletic programs and conduct them in such a manner that they will command the type of support and respect from the public which the coaches and school officials have the right to expect.

**Well-Managed Contests.**—The successful enterprises in the community which are well patronized are usually those that are well organized and managed efficiently. Every athletic contest should be handled in such a manner. Of course, the interest and concern of student participants and student spectators should receive first consideration. Following these, however, the public must be kept in mind. This should not cause any difficulty in the general scheme of



things, especially if the policies of the school concerning interschool athletics have been definitely established and well publicized. Make the athletic contest a businesslike, attractive, and well-organized sports event. The public will recognize it as such, and its educational and good sportsmanship implications will be primary achievements almost to be taken for granted. The reputation of a school also may, in many instances, be measured by the manner in which its athletic contests are conducted. Certainly the importance attached to such events offers an opportunity to establish the good name of the school in a community which should not be overlooked by schoolmen.

**Size of School.**—The size of the school and the extent of its athletic program make absolutely no difference in the importance of management of contests. Small schools have smaller squads, smaller student bodies, and smaller communities from which to draw adult crowds. In proportion to the largest city schools, however, the necessity for efficient management is just as great. Games can start on time in these schools, crowds can be controlled, and squads can be neatly uniformed and well coached just as well as in large city schools. Proportionately, both students and adults in small communities will be just as appreciative if educated to an experience of this kind as will those who attend larger school contests.

In the attention to be given to details of management of athletic contests it will be assumed that schools of different sizes will consider only those items which are applicable to them. Some matters to be discussed, naturally, will not be of interest or concern to small schools whereas they are vitally important to medium-sized or larger schools. For example, publicity is not an important matter in connection with small-school athletic contests. An announcement made in the school assembly will reach virtually all the

patrons and followers of teams in a village school. This is not true in larger schools. Thus, a publicity program is important in order that details of a given contest may be known to those who are interested in it.

**Responsibility.**—Not in all cases will an attempt be made here to designate the individual who is responsible for certain details. The assignment of them will depend upon the organization in the school itself. In some instances it will be the superintendent. In others, the principal or athletic director will perform the tasks. Often the coach or a student manager will have particular jobs to perform. These should be kept in mind when considering the suggestions offered because size and local organization plans for administering athletic programs differ to such an extent in various sized schools. No mention will be made of the coaching of teams. This is a specialized function which is not considered in the administrative sense. That the team will be trained and instructed to the best of the coach's ability is taken for granted.

**Phases of Contest Management.**—The other matters to be discussed are those additional to the actual handling of the team at the time of the game or contest. Contest management for home games will be considered under three headings: (1) pre-game preparation; (2) game responsibilities; (3) after-game responsibilities. Away-game management details are discussed separately. The concluding consideration of this section will deal with general management items which must receive attention during the course of the year. No attempt has been made to list topics in chronological order. Circumstances vary regarding their importance in different schools depending upon the individual or individuals who are assigned definite responsibilities in the athletic program. Rather, the items may be considered as a check list of reminders. It is recognized, of course, that

some management details may have been omitted because, again, of variations in local situations.

### Pre-Game Preparation (Home Contests)

**Contracts.**—Complete check should be made of dates and days appearing on contracts. Be sure that a game scheduled for Friday, February 10, actually is Friday, and that it is February 10. Both the date and day should appear on the contract. If contracts are made for two or more years write in actual days and dates for games each year and not "Return game on corresponding date next year." The latter is bound to lead to confusion and misunderstanding. Contracts should be typewritten in duplicate and signed in all places indicated. Many state associations require that their standard contracts be used for all games, including league schedules. Discrepancies in a contract should be made known to the other school which is a party to it immediately upon discovery. Have a regular filing place for all athletic contracts. They should be available at the time of contests.

**Eligibility Records.**—A list of students eligible to participate in the approaching contest should have been received from the visiting school. Check to see if it has arrived. Be certain that the eligibility list of the home school has been sent out in accordance with state association regulations. The coach should have a copy of the eligibility list in order that there may be no misunderstanding regarding eligible men for a particular game. Eligibility lists of both schools should be at hand for possible reference at the time of a game. Undoubtedly they will be used infrequently, but embarrassment and unpleasantness may be avoided by their presence.

Methods of securing current eligibility data vary in schools. In some cases a list of all candidates for teams is kept in the school office and teachers come there on a desig-

nated day and check students in their classes for eligibility for athletics. In others, teachers are given a list of athletes in their classes. They mark this list and return it to the office or faculty chairman of eligibility. Still another plan is that of having each athlete, on eligibility-marking day, take to all his classes a special eligibility card which the teachers sign, indicating his eligibility or ineligibility in each subject. Absences of athletes on this day are checked by student managers, who take the cards of the absentees to the teachers concerned.

Claims are made for the value of each scheme. Local conditions, size of school, and precedents undoubtedly are the determining factors. The plan which appears to be most efficient generally seems to be that of placing in the hands of each teacher a list of students in his or her class who are candidates for an athletic team. The teacher then may mark the list and note ineligible students or those whose work is of such low grade that ineligibility at the next marking period is inevitable unless there is a change in attitude or accomplishment. Students should be warned before they are marked ineligible. In most states eligibility grades are considered as running from the beginning of the semester to a date approximately a week prior to the contest.

**Physical Examinations.**—Make certain that records of physical examinations of all contestants are on file. It is good practice to require that the physical examination record of a student be received prior to the issuance of equipment for a sport. Report the filing of physical examination records for all contestants to state athletic associations requiring it.

**Parents' Permission.**—It is good business to secure parents' permissions for all contestants. Such procedure clarifies athletic injury policies. Permission cards should be on file before a student is allowed to report for practice. Re-

port the filing of parents' permission cards for all contestants to state athletic associations requiring it. Mr. John B. Shepard of Eagle Rock High School, Los Angeles, California, has developed a form for recording parents' consent for participation in athletics, which also includes the signature of the student. The contents of the card furnish valuable information to both student and parents (see Figure 26).

<b>Athletic Application for _____</b>									
Name _____			Last _____		First _____		Sport _____		
I hereby apply for the privilege of trying out for _____			Birthday _____ Month _____ Day _____ Year _____ City _____ State _____						
Do not Write below this line									
<b>CLASSIFICATION</b>									
Weight _____			_____			_____			
Height _____			_____			_____			
Age _____			_____			_____			
Total Exponents _____						_____			
Class _____									
Number of Semesters _____									
Semester Hours Passed _____									
This boy was examined _____ and is _____									
qualified to participate in interscholastic athletics _____									
This student is eligible to try out for the above sport. _____									
Vice Principal _____									

<b>Athletic Application for _____</b>									
Name _____			Last _____		First _____		Sport _____		
I hereby give my consent for my son to participate in the _____			Date _____ program sponsored by Eagle Rock High School						
I, furthermore, release the said school from all liability for injuries received by my son during, or resulting from participation in this program whether it be during practice or in an interschool contest.									
In addition I hereby release the school from all liability for injuries received by the participant while en route to or from contests which are held at other schools.									
Name _____			Phone _____						
Address _____									

Fig. 26.—Athletic Participation Form. (Eagle Rock High School, Los Angeles, California)

**Athletic Officials.**—Contracts should be checked with all officials prior to games. Be certain that the officials are registered for the current year, if registration is a state association requirement. A week or ten days before a contest the entertaining school should remind the official of the date, time, and place of the game and the capacity in which he is to officiate. It is courteous to inform him also who the other officials in the game are to be. All officials' contracts should be explicit regarding the amount of the fee and number of games in which a man is to work on a definite date. Offi-

cials' contracts should be made out in duplicate, signed, and filled out in all places provided, with the school and official each keeping a copy. Schools should keep such contracts filed in a regular place, and those involving officials for a particular game should be accessible at that time. Some schools have found it convenient to place game contracts, eligibility lists, and officials' contracts in a large envelop for each game. They also may be filed in this manner. All this information and other pertinent data concerning a definite contest may thus be kept in one place.

The bulletin of the Illinois High School Athletic Association recently carried an interesting article concerning management details regarding athletic officials.<sup>1</sup>

### Your Game Officials

#### (Test Yourself)

1. Do I carefully check the list of proposed officials to be sure they are registered for the current year?

Yes                      No . . .

2. Do I secure men who are well trained in the administration of the interscholastic rules and familiar with the interpretations as prescribed by the I.H.S.A.A.?

Yes                      No . . .

3. Do I use the contract forms supplied by the state office, secure sanction from the opponent, and take care of the details connected with securing officials in a businesslike manner?

Yes                      No . . .

4. Do I supply the officials with details relative to exact time and place for the contest?

Yes                      No . . .

5. Do I provide a suitable dressing room for the official apart from the teams?

Yes                      No . . .

6. Do I effect measures to prevent players and spectators from attempting to influence the officials' decisions by words or actions?

Yes                      No . . . . .

<sup>1</sup>"Your Game Officials," *The Illinois High School Athlete*, January-February, 1937, p. 77.

7. Do I arrange business matters so that the official will be able to leave promptly after the game?

Yes . . . . No.

8. Do our contests start promptly at the time specified?

Yes . . . . No

9. Do our coaches attempt to influence the official before the game by calling attention to the faults of the opponent players or by dictating what type of officiating is required if he is to be employed again?

Yes . . . . No

10. Are our officials chosen because of their officiating ability or because they are good prospects for a trade?

Yes . . . . No

**Equipment.**—Personal playing equipment usually furnished by the school is discussed in a subsequent chapter.<sup>2</sup> Equipment, as included in this discussion, includes that which is necessary, in addition to uniforms, for playing the contest. Obviously, this varies for each sport. Each school official charged with the responsibility for having all items on hand for a game should have his own check list.<sup>3</sup> Often a student manager may be delegated to take care of these details. They are most important factors in efficient management.

**Field or Court.**—Sometimes unusual locations, or temporary circumstances, make special arrangements necessary concerning fields or courts where contests are to be held. Confirm all such arrangements in writing in order that misunderstandings may be obviated. Be sure that the visiting school is fully informed regarding any such changes in plans. If a game or meet is to be held at another school, rather than at the host school, be certain that all details are thoroughly understood by the administration of the school concerned. Athletic directors and coaches, especially, should know that the complete schedules of athletic events or special athletic functions are in the hands of the principal or superintendent

<sup>2</sup> See Chapter VIII, pages 208-222.

<sup>3</sup> See pages 181-182 for suggested game equipment lists.

so there will be no conflicts in assignments of gymnasiums or fields on specific dates.

**Publicity.**—The regular and accepted means of publicizing athletic events of a school should be followed. The extent of the advertising will depend on school policy, seating capacity, and interest in the game on the part of student body and adults. The news-releasing agency should be either the coach, athletic director, or principal, as they may agree among themselves. Paid advertisements in newspapers may be advisable in some instances. Radio "spots" and theatre notices also are other advertising mediums. Inasmuch as the athletic program should give first consideration to the students themselves, they should be made as familiar as possible with it. Athletic assemblies offer this opportunity. This does not mean that student interest should be fanned to a white heat prior to each game. Athletic assemblies, one or two during each season, will provide a means by which the student body may be educated regarding different games. By this method not only is their interest aroused, but they become more intelligent spectators; and, consequently, the athletic program is an educational experience for them as well as for the participants. Successful athletic assemblies have been held at the Dubuque, Iowa, Senior High School.<sup>4</sup>

The analysis of four plays and a demonstration football game were the basis of a star football assembly. The entire student body, eleven hundred strong, was seated in the bleachers. Yell leaders were on hand for the game. A public address system owned by the school was put into use.

Two full teams were used for demonstration purposes. An off-tackle play, a reverse, a punt and a simple forward pass were analyzed. After an explanation, each boy did his part separately in slow motion. Then the whole eleven executed the play together.

The student body soon realizes that there are other players on the

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<sup>4</sup> Wilbur Dalzell, "Athletic Assemblies," *Scholastic Coach*, September, 1936, p. 27.



team besides the ball carrier and the forward pass receiver. The value of tackles, guards and blocking backs was impressed upon them. In the game that followed, common fouls were explained and then demonstrated by specific individuals.

The students were made acquainted with the personnel of their team and the details of executing four simple plays.

Similar assemblies also were held under the direction of Mr. Dalzell in track and basketball. The important thing stressed by him is that: "These assemblies must be thoroughly planned in order to carry out their purpose. They must be simple and they must be explained. They should be short and well executed." Since a great amount of adult interest in high school athletics is parent interest which is stimulated by the interest and enthusiasm of a son or daughter, it is apparent that school athletic assemblies may be good means of publicity as well as good educational devices. Some schools have held public clinics for students and adults in various sports. These usually occur before the first game of the season and are interest-arousing as well as instructive.

**Visiting School Courtesies.**—The visiting school should be written to a week or ten days prior to a contest and advised concerning at least location, time, date, and officials for the game. A number of state athletic association eligibility blanks carry this information and, of course, this obviates the necessity for an additional letter. It is important to be sure that the visiting school has all the necessary data regarding the game. It should be advised concerning admission prices for students and adults, number of complimentary passes it is to receive, and arrangements for its band if it is to be brought to the game. Exact directions as to the dressing place for the visiting team should be sent. The Southwestern Michigan High School Conference<sup>5</sup> has devised a form (Figure 27) which is sent each week with the

<sup>5</sup>Includes the following Michigan high schools: Benton Harbor, Grand Haven, Holland, Kalamazoo-Central, Muskegon, Muskegon Heights.

Current Eligibility List used in that state. It not only furnishes pertinent data and information for the game but supplies the host school with names and numbers of contestants which it may use for program purposes. Request is made on the reverse of this form that this team personnel information be listed.

SOUTHWESTERN MICHIGAN HIGH SCHOOL CONFERENCE

Participants..... vs.....  
 Date of game..... Place of game.....

*Preliminary Game*

*Main Game*

Referee.....	Referee.....
Umpire.....	Umpire.....
Head Linesman.....	Head Linesman.....
Time..... E. S. T.	Time..... E. S. T.
Color of jerseys.....	Color of jerseys.....
Ball to be used.....	Ball to be used.....
Admission..... cents for students;	..... cents for adults

This sheet to be mailed on Monday along with the Current Eligibility List.

**Fig. 27.—Pre-Game Team and Personnel Information Form.** (Southwestern Michigan High School Conference)

**Reserve Games.**—If a reserve game is to precede or follow a varsity team game, complete arrangements should be made for it. Many schools find it more convenient to play outdoor reserve games on dates other than those on which varsity or first team games are held. This is true especially if fields are likely to be in poor condition for main games. Where schools are in the same or nearby cities such reserve team games usually can be played without interference with school time. Arrangements should be definite for such games, good officials should be secured, and participants should be properly equipped. Precautions against injuries should be just as definite, or even more so, in these games as in any others because participants in such contests usually

are less experienced than in other games. If two games are held the same afternoon or evening, they should both be started on time as announced and advertised.

**Tickets.**—If special, season, or complimentary tickets are to be prepared and distributed, do it early. Tickets should be distinctive but not necessarily expensive. Have a definite method of charging them out to student salesmen if the plan is followed. Insist on businesslike methods in handling this and all financial matters pertaining to tickets. If agreement has been made accordingly, be sure that the visiting school has an available supply of tickets for its student body advance sale. Keep duplicate records of all ticket releases and sales. Have a definite policy in effect regarding complimentary tickets. The athletic council or board of control usually can remove considerable pressure for complimentary tickets by adopting a list of those entitled to them and then adhering strictly to this list. In most cases those who make themselves nuisances in seeking complimentary tickets are not entitled to them and athletic council action can be a legitimate excuse for not granting them. Adequate provision should be made for the selling and taking of tickets at the contest. Usually, adults should serve in these capacities.

**Contest Programs.**—In general, an athletic contest is raised to a little higher plane if a simple, informative program can be placed in the hands of spectators. A program composed of nine-tenths advertising does not accomplish this purpose. Names and numbers of contestants, names of officials, and a few major rules interpretations are sufficient. If a small amount of legitimate advertising is necessary there should be no objection to it. Sometimes more ill-will is engendered in advertisers, if they are continually asked to contribute to school athletic programs, than the receipts of such advertising are worth. Again, the nature of, and in-

terest in, the contest, as well as the size of the school and community are determining factors in the furnishing of programs. In most instances they should not be sold. Reliable, trustworthy students should be assigned to distribute them.

**Concessions.**—If concessions are to be handled by the local school athletic association, usually a faculty member should be in charge of them. If city or board of health permits for such matters are necessary, they should be arranged for in sufficient time prior to the season or contest. Uniformed vendors add to the neatness and appearance of the project. If the concession rights are sold to a club or commercial firm, the high school should know what is to be offered for sale and the methods to be employed. Many schools find that local high school clubs or student organizations are glad to take charge of the concessions. Usually, such organizations are worthy ones and often they perform services for the athletic department which more than offset what might be realized from concession sales if they were handled by the school itself. Regardless of the method of handling the concessions, the athletic association should insist on sanitation, neatness, and the employment of business-like methods.

**Ushers.**—Ushers are valuable adjuncts at an athletic contest. They not only assist the paying public to find their places in the stadium, gymnasium, or bleachers, but actually they are law- and rules-enforcing individuals as well. Definite arrangements for ushers should be made for all contests where a stadium or bleachers are used. They need not necessarily be uniformed, although that is so much the better. They should have some distinctive apparel or button which will identify them. Students may be delegated and trained in ushering, and they can do much to maintain a high level of conduct at athletic contests. Some schools use var-

sity lettermen in sweaters as ushers. Others use boy scouts, girl reserves, or uniformed boys' or girls' organizations for usher duty. Some recognition, other than financial remuneration, should be given to ushers. This may be made in the form of school letter awards, invitation to the athletic banquet for the sport, formation of an ushers' club, or the like.

**Police Protection and Parking.**—City and state police are public servants. As such, they should be used at athletic contests for handling crowds, directing traffic, and parking. Most local police departments are willing to detail special officers for duty at a high school game. Some schools have felt that the presence of an officer at their contests was an indictment against them. This is not true. Law enforcing officers are present at all large gatherings, and their presence may be defended because of any emergency which might arise. In too many instances school officials have not taken advantage of this public service which is usually theirs for the asking. The presence of a uniformed officer also adds dignity to a contest and provides a method for enforcing local regulations regarding conduct of spectators and sportsmanship at contests. When individuals buy tickets for a high school athletic contest, they should realize that its purchase is with the understanding that they may, under certain circumstances, be asked to leave the stadium, field, or gymnasium. The management reserves the right to refund the purchase price of the ticket and, with the aid of an officer of the law if necessary, to eject an unruly spectator who does not conduct himself in accordance with established standards. If spectators see this happen once in a while it has a wholesome effect on the general conduct of the crowd. For this reason then, if for no other, the presence of uniformed officers at high school athletic contests is justified.

**Reserved Areas.**—If the stadium or bleachers are to have reserved sections, these should be plainly marked and roped

off or guarded. When a patron buys a reserved seat, he is entitled to it. Likewise, he should be free from molesting students. Too often, adults have been hesitant to attend high school games because of the rowdiness of younger students. If reserved areas are provided for adults, protect them. Reserved areas for bands, parking, or players spaces should be provided and plainly designated prior to the game.

**Cheer Leaders.**—Well uniformed and courteous cheer leaders can do considerable to keep the crowd in the right frame of mind. Considerable attention ought to be given to the selection of cheer leaders, who can be "sportsmanship leaders" as well. Their big job should be that of securing recognition of outstanding plays and examples of good sportsmanship on the part of both teams, and of aiding the school and game officials as the contest progresses. They may also help much in maintaining proper order, and in assisting ushers and officers. A school letter award should be granted to cheer leaders who do the right kind of a job.

**Score Boards.**—Score boards are almost essential pieces of equipment in modern high school athletic contests. Some excellent electric outfits are on the market, but these are not a necessity. Usually, some device is sufficient which shows the score of each team, the inning, event or the time remaining to be played in the period. Arrangements should be definite in having one or two students who regularly manage the score board.

**Condition of Stadium, Bleachers, or Gymnasium.**—This should be a janitorial rather than an administrative duty. In certain cases, however, some member of the athletic staff may have to see that these facilities are in proper order for a contest. The stadium and bleachers should be clean. Out-of-date notices, paper, and other debris should be removed. Rest rooms should be fully equipped, sanitary, and available. Temperature controls for indoor games should be

inspected and regulated so that at the time of the contest they are working properly. Be sure that temporary bleachers have been properly inspected by authorized officials to insure their safety.

**Bands and Half-Time Arrangements.**—If bands are to be present at a game, make certain that reserved seats are provided for them in the bleachers, stadium, or on the field. Advise each band of the amount of time it will have for maneuvers between halves. If a flag-raising ceremony is to precede the game, make arrangements for all details and advise band directors accordingly. At football games especially, the local school band often can be of service in protecting the playing field from encroachment by spectators, which sometimes occurs near the end of the game if the field is not well roped off. The members should be instructed as to this service and made to realize that spectators will respect their uniforms.

**Decorations.**—If the field or gymnasium is to be decorated for a contest, include the color schemes of both competing schools. Be sure that decorations do not interfere with playing facilities. Crossbars of football goal posts or basketball backboards never should be decorated or marked in any manner.

**Public Address System.**—Some schools own their public address or loud speaker systems. Often they may be used to advantage at athletic contests, outdoor ones especially. A regular policy relative to their use should be established. If the announcers are high school students, they should be trained in their job before the contests. Public address announcements regarding athletic events generally are most effective when made sparingly. Pertinent information regarding completed plays, substitutions, and explanations of penalties usually are sufficient. Do not attempt to give a running account of a contest for those who are seeing it.

**Physician at Contests.**—Arrangements should be made well in advance of a contest to have a physician present. In most cities and towns there are physicians who are interested in athletics and like to attend the games. In some cases it may be necessary to pay for the services of a physician in order to have one present. In either case it is a desirable policy and one which protects both the contestants and the school. Often, the physicians in a community are willing to arrange their schedules so that one of them is free to attend one or more home games and, thus, little hardship is imposed on any one of them. Complimentary tickets, of course, should be available to coöperating physicians as the least courtesy which could be shown them.

**Scorers, Timers, Judges.**—Adequate provision should be made to have the above officials at any contests requiring any of them. In football some schools keep track of all substitutions and time played by each contestant. Scorers and timers in basketball are very important officials. Members of the faculty usually are most satisfactory for these assignments. Use the same men regularly if possible. Timers and judges for track and swimming meets are difficult to secure. Plan to ask more than are needed because some usually fail to be present.

### **Game Responsibilities (Home Contests)**

The items listed and discussed in this section will be those to which attention must be given at the time of the contest. Preparation for some of them will have been made previously, but when game time arrives, time is limited and every detail must have received its proper attention. In some instances the check list items under game responsibilities will be restatements of those appearing under pre-game preparations. It seems advisable to follow this procedure



because, in both instances, they are matters which necessitate consideration at the time indicated.

**Supplies and Equipment.**—These items refer to game supplies and equipment, exclusive of uniforms for players. The following is a suggested list of supplies and playing equipment for the more common sports, which should be available at game time:

#### BASEBALL

Balls	Drinking water	Resin
Bases	First-aid kit	Score book
Bats	Lime	Towels
Catcher's outfit	Official Rules Book	

#### BASKETBALL

Balls	Gun	Towels
Cartridges	Horn	Watches
Drinking water	Official Rules Book	Whistles
First-aid kit	Score book	

#### CROSS-COUNTRY

Cartridges	Gun	Watches
Drinking water	Official Rules Book	Whistles
First-aid kit	Towels	Yarn

#### FOOTBALL

Balls	Head linesman's box	Score board equipment
Cartridges	Head linesman's chain	Towels
Drinking water	Horns	Watches
First-aid kit	Official Rules Book	Whistles
Goal-line flags	Participation record	Yard markers
Gun	book	
	Resin	

#### GOLF

Balls
Local course rules
Official Rules Book
Score cards

## SWIMMING

Cartridges	Lane markers	Towels
Diving judges' cards	Official Rules Book	Watches
First-aid kit	Rope finish line	Whistles
Gun	Score sheets	

## TENNIS

Balls  
First-aid kit  
Nets  
Official Rules Book  
Towels

## TRACK

Batons	Gun	Spade or shovel and rake
Cartridges	Hurdles	Starting blocks
Crossbars	Javelins	Tape (measuring)
Drinking water	Javelin board	Towels
Discus	Judges' stands	Vaulting poles
First-aid kit	Jumping standards	Vaulting standards
	Lime	Watches
	Official Rules Book	Whistles
	Score sheets	Yarn
	Shot (12 lb.)	

**Tickets.**—Tickets should be at booths with sellers and takers stationed as previously assigned.

**Ushers.**—Ushers should be at stations previously assigned.

**Contest Programs.**—Supplies of programs should be in hands of distributors who have previously been instructed as to their stations. Distribution of programs never should be wasteful. It is preferable to have unused programs turned in after a game rather than to let the stands be littered with them during a contest.

**Officials' Quarters.**—Officials should have private dressing rooms apart from either team. A student manager should be assigned to direct officials and be at their service.

**Visiting Team Quarters and Courtesies.**—At least one student manager should be assigned to the visiting team.

He should show the visiting school officials their team dressing quarters, method of reaching field or gymnasium, inquire if they have all their necessary equipment they need, furnish them a supply of drinking water (individual cups or bottles if a fountain is not available on field or in gymnasium), and remain on constant call for any services the visiting coach or athletic director might desire.

**Flag Raising.**—Be sure that the American Flag is on hand and that students are instructed as to their functions in the flag-raising ceremony. Bands also should understand their part in the program.

**Intermission Program.**—If a program is planned between halves of the game be certain that all arrangements are completed and that student managers know their duties.

**Players' Benches.**—Reserved areas should be roped off or protected by student guards for substitute players and coaches of visiting and home teams. No one else should be allowed on these benches.

**Physician.**—Check to see that the physician expected for this contest is present.

**Bands.**—Reserved seats or benches should be provided for visiting school and home school bands. Check to see that they are available. Student managers may be assigned to this detail. Be sure that band leaders know the time allotted them between halves, and also what is expected of them after the game.

**Contracts.**—The principal, athletic director, or coach should have game and officials' contracts in his possession at game time for possible reference.

**Contract Guarantees and Payments.**—Have school athletic association checks available for the visiting school (if contract calls for a guarantee) and also for officials. These should be given to the persons concerned during the intermission period or immediately after the game.

**Eligibility Lists.**—Have the eligibility lists for both competing schools accessible at the time of the contest.

**Score Board Arrangements.**—Student managers should be assigned to score boards. Generally, they should be students who have had experience in this work.

**Guards for Dressing Rooms.**—It is advisable to have a guard on duty in the visiting and home team dressing rooms during the progress of the game. Even though valuables should be checked, clothing and other articles sometimes disappear if the locker rooms are left unguarded. Another alternative is to assign the visiting team to a room which may be locked and then give the key to the coach or faculty or student manager.

**Extra Clothing for Substitutes.**—In football, especially, this is important. Parents legitimately object if their boys are insufficiently protected while sitting on the bench. Either have a sufficient number of warm coats or blankets for all substitutes or else have less substitutes. Treat them all alike.

**Concessions.**—Check to see that concessions are being handled properly.

**Cheer Leaders.**—Cheer leaders should be on their assignments at least a half hour before game time.

**Police.**—Police officers assigned to duty at the game should be available soon after gates or doors are opened. An officer stationed near the main gate or stadium entrance has a good psychological effect.

**Public Address System.**—Check the public address system prior to the start of the game to see that it is working properly.

**Rest Rooms.**—Make certain that rest rooms are properly equipped and are opened when the gymnasium door or field gates are opened.

**Guarding Extra Equipment.**—Student guards should be

assigned to see that extra equipment is not lost during games. This includes balls, bats, helmets, jackets, sweaters, blankets, pads, and so on.

### **After-Game Responsibilities (Home Contests)**

After a game has been completed, there are several things to be done. Usually it will be the faculty manager, athletic director, or coach whose responsibility it is to see that they are finished. Again, these items will be indicated in the form of a suggested check list.

**Payment of Officials.**—If this was not done at half-time, payment should be made to the official or officials immediately after the game. The official should be free to leave the school as soon as he desires after the contest. Don't make it necessary for the official to hunt up some one in order to get his pay. It should be ready for him without his having to ask for it.

**Payment of Visiting School.**—Again, if this detail was not attended to during or before the half it should be done immediately after the conclusion of the game. Be sure that the payment is in accordance with contract guarantee provisions.

**Storage of Equipment.**—Student managers should be assigned the responsibility of collecting and storing all field, court, or game equipment after each contest.

**Contest Receipts.**—At least within a day or two after a game the athletic director, faculty manager, or coach should check receipts for the contest. Such a report should be received from the individual in charge of ticket sales at the game.

**General Financial Statement.**—Within a week after each game there should be a complete financial statement showing receipts and expenditures for that particular contest. This is good business and the report should be placed in the

hands of the high school principal or superintendent of schools. Either of them may then make such disposition of it as he sees fit.

**Concessions Report.**—If the concessions are handled by the high school athletic association, there should be a com-

[illegible]

**Fig. 28.—Individual Participation Record Form. (Oklahoma)**

plete report of receipts, expenditures, and inventory after each game. If concessions are in charge of local school clubs or organizations, a financial report still should be made to the athletic director or high school principal. The school officials have the right to know the financial status of this agency in order that they may be in a position to answer inquiries made of them concerning it.

**Record of Officials.**—Many state athletic associations ask that schools rate officials either after games or at the end of the season. In the latter case it is desirable to keep a record of all officials until the state blank is received. A simple method is to list the name of the official, the game in which he worked, the date of the game, a rating for him based on the state rating plan, and a few remarks about his work. This record also will be of value when officials for another year are being considered. Such records should be kept for “away” as well as for “home” games.

**Participation Records.**—Shortly after each game a record of all participants should be made, usually by the coach. This may be used for award purposes, if that policy is followed in the school, and also for final season reports to the state athletic association in states where such reports are required. Oklahoma supplies an Individual Participation Record form which is typical of those used in states desiring such information. A copy of this information also is retained as a permanent record of the school (see Figure 28).

**Filing of Contest Data.**—Usually it is desirable to have all the information concerning a particular contest available in one place. Such a filing procedure is possible if data regarding a game is compiled shortly after its conclusion, while it still is fresh in mind. Such a plan has been developed at Iron Mountain (Michigan) High School. A large envelope is used as the filing unit. In it game and official contracts are filed, together with all correspondence concerning the

contest and school and newspaper clippings regarding it. On the outside of a 4½" x 9½" envelope, reading the short way, the following is printed:

Iron Mountain High School <i>vs.</i>	
At	Date
Score	
(I. M.)	(Visitors)
Referee	
Umpire	
Head Linesman	
Gate Receipts	
Guarantee	

#### PRELIMINARY GAME

. vs. .

Score  
Officials  
Remarks

It is obvious that such a system enables data to be found readily concerning any contest in which a school might have competed. It requires only a minimum of effort, but it must be done soon after the game has been played. Some schools keep record books of all games with satisfactory results. Whatever system is used, the important thing concerning it is regularity and keeping it up-to-date. Records become valuable with age and they should be kept faithfully.

#### Preparations for "Away" Games

Definite preparation must be made by visiting school officials for athletic contests to be played away from home. Coaching of the team, again, is not included in the category of this discussion. Regardless of the size of the school, there are numerous matters regarding the trip, management of the team, and financial considerations to which attention must be given. In the smaller schools the superintendent,



principal, or coach will attend to them. The larger schools will have an athletic director or faculty manager who usually will take care of these administrative matters. The items which are presented here may be considered as a check list of duties from which schools may select, or to which they may add, those pertaining to their local situations.

**Transportation.**—Transportation of an athletic team is the item of most important consideration in connection with games away from home. Too often small schools, especially, cannot transport their teams in the most acceptable manner because of lack of finances. If at all possible, school athletic teams should be carried only by bonded, public common carriers. School buses also are highly desirable but some states have questioned the right to use such vehicles for out-of-school activities as they have defined them. Private cars, with adult drivers, are used more than any other means, but such procedure should not be followed unless absolutely necessary. Schools and private car owners should be sure they understand the public utility and public liability laws of their states where such an arrangement is in effect.

Under no circumstances should student drivers of private cars be allowed to transport athletic teams. Where such a policy is followed, school authorities may be charged with negligence in case of accident, with subsequent court action a possibility. Team members should be required to go to the entertaining school together and return the same way. The one exception to this rule is where parents personally request permission of the school official in charge of the team that they be allowed to take their son or daughter home with them. Have a definite time for starting the trip. Plan a definite range in time for the return arrival. Notify parents accordingly. Usually team members, student managers, coaches, and school officials only should make up the party if a bus is chartered for the trip. The same applies if a

school bus is used. Discipline problems are lessened to a considerable degree if no other students are allowed. The inclusion of cheer leaders in the team party might be an exception.

**Parents' Permits.**—Some schools do not think it is desirable or necessary to require permission of parents of students for each out-of-town trip that the school athletic team takes. They feel that the original permission for the student to participate covers scheduled trips as well as actual play. This opinion is reasonable. Other schools have forms which they require that the student take home, have signed by one of the parents, and return to the coach, faculty manager, or principal before he may go on the trip with the team. These forms usually state the location, date, and time of the contest. They also indicate the type of transportation to be used, hour of departure, probable hour of return, and a source where information may be obtained in case the return trip is delayed. In signing such a form the parent usually indicates that the school is released from any liability in case of accident. Just how much this apparent release of liability amounts to is questionable. The chief justification for a procedure of this kind is that it keeps parents informed of the school's efforts to coöperate with them in the care and safety of their son or daughter. Following is the type of information appearing on a form of this kind that is used by Three Rivers (Michigan) High School. This form is mailed to the parent and is not returned unless the student may not accompany the team on the trip.

#### PARENTS' NOTIFICATION OF CONTEST

Your son has been selected to represent Three Rivers High School in  
 . . . . . on . . . . . in competition with . . . . . High  
 School.

He will need

He should be neat in appearance.

He must be at the gymnasium not later than . . . . . He will leave at . . . . . by . . . . . and return at approximately . . . . .

Should he not return by this time, information may be obtained by calling . . . . . Every care will be taken for his safety.

If for any reason your son will be unable to compete on this date please note the reasons and return the card by him.

Signed

Coach

**Finances for Trip.**—The member of the faculty in charge of the trip should be the custodian of all funds. Sufficient money should be withdrawn from the school treasury to take care of meals, lodging (if necessary), and incidentals. A strict accounting of all expenditures should be made to the principal, superintendent, or athletic director immediately after the return. Bus charges should be paid by the school by check. Contract guarantee checks should not be cashed by schoolmen on trips unless absolutely necessary. It is much better to have them pass through the regular financial channels of the school or athletic association treasury.

**Equipment.**—Each player should be charged with responsibility for his personal playing equipment. Duffle bags, with names or numbers on them, are satisfactory means for carrying it. Game equipment, bats, balls, helmets, first-aid supplies, extra shoes, cleats, jerseys, sweaters, coats, and the like, should be the responsibility of one or two student managers. They should see that they are properly assembled, placed in trunks or bags and loaded at the start of the trip, assume responsibility for their safekeeping during the game, and check to be sure that they are returned. If additional equipment is issued to a player on a trip it should be charged to him by the person issuing it.

**Game Details.**—Complete information should be available before the start of the trip regarding game details. Know the time of the game, the place where it will be played, location of dressing rooms, who is to officiate. The price of

admission should be known; complimentary ticket regulations for the visiting team; band, manager, and cheer leader arrangements should be understood. Having this information ahead of time will lessen the confusion upon arrival.

**Eligibility Records.**—Be sure that all players making the trip are eligible for the contest to be played. Make certain that their names appear on the eligibility list. Take this list, and the one received from the competing school, on the trip for possible reference.

**Game Contract.**—The game contract should be accessible for reference in case any differences of opinion concerning it arise. It should be in the possession of the individual in charge of the trip, together with special correspondence concerning the game, and both eligibility lists.

**Trip Personnel.**—Have a definite time when the coach will post a list of team members and student managers who will make the trip. State the time the team will leave and then leave at that time. If players know this hour is the deadline they will be on time.

**Participation Record Books.**—If it is the policy of the school to keep an accurate record of all participants, the record book should be carried on the trip. Responsibility for compiling data in it may be delegated to a student manager.

### General Management Duties and Policies

In the preceding sections of this chapter administrative or management matters have been discussed involving pre-game, game, and after-game duties. Likewise, items necessitating attention concerning out-of-town games have been considered. Obviously, they all are administrative or managerial functions. In addition to them, however, there are matters which are not specifically allied with any one event but, rather, concern the whole program. Insofar as it is pos-

sible to distinguish them from those matters previously considered, they will be presented here. They are what might be classified as school athletic policy administrative functions. Most of them are matters which will be, or have been, submitted to the athletic council or board of control for its approval. It is obvious that most of the items discussed under the headings previously mentioned also will have been approved by the athletic board.

**Permanent Athletic Eligibility, Participation, and Scholastic Records.**—The amount of clerical work necessary in compiling eligibility list data may be lessened considerably by centralized records. Some local schools and state athletic associations have devised forms to accomplish this end. In some instances copies of the regular eligibility lists are retained and filed by schools for use the following year in compiling athletic data and statistics. This is an excellent procedure if no other plan is in effect. Iowa is one of the state athletic associations which require that a Permanent Book of Record<sup>6</sup> be kept on file in each school. The information requested or contained in it includes: eligibility data for all athletes during the year; rules and regulations of the Iowa High School Athletic Association; data concerning athletes representing the school during the year; personnel of various teams; results of games and contests held in each sport; school track records; schedules for the ensuing year; high school athletics cash book; notes on each athletic season during the current year. This record book becomes a permanent school record and must be completed upon penalty of loss of membership by the school in case it is not. In Oregon, a Report to Secretary is made by designated dates, with a copy being retained by each school. In this way a permanent record of athletics, and considerable scholastic

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<sup>6</sup>Iowa High School Athletic Association, *Permanent Book of Record For the School Year* (1936-1937).

data are centered in one place, thus resulting in easier access to sources of information for the preparation of subsequent eligibility lists. (See Eligibility Report to Secretary [Oregon], Figure 29).

As an example of a central filing system for data on athletes which has been worked out by a local school the Per-

[illegible]

**Fig. 29.—Form for Eligibility Report to Association Secretary. (Oregon)**

manent Record Card in use at Central High School, Lansing, Michigan is cited (see Figure 30). This card is most complete; and, if it is kept up-to-date, the complete athletic and scholastic histories of a student are immediately accessible. This should be of considerable aid to those in charge of the clerical work in making out eligibility lists for each sport.

Regardless of the scheme followed in recording permanent athletic records of students, be consistent and faithful.

LANSING CENTRAL HIGH SCHOOL ATHLETIC ASSOCIATION										PUBLIC SCHOOLS OF LANSING, MICHIGAN									
PERMANENT ATHLETIC RECORD																			
Name _____										Date Ent. H.S. _____									
Present Address _____										Phone _____									
Birth Date (Use Reg. Form Key) _____										Birth Place _____									
School Entered From _____										Sports First In _____									
Physical Examinations _____										Some Tests Attended 9th to 12th _____									
Parent's Consent Cards _____										G. O. Ticket Record _____									
English _____										Mathematics _____									
Social Studies _____										Vocational _____									
Science _____										Language _____									
Music _____										Art _____									
Physical Education _____										Track _____									
Letters Received in _____										Letters Sent _____									
Member Active Varsity Club _____										Member Alumni Varsity Club _____									
Father's Athletic Record in H.S. or College _____										Student's Athletic Record _____									
Student's College Athletic Record _____										Student's Present Occupation _____									
Put explanatory notes on the back of this form																			

Fig. 30.—Permanent Athletic Record Form. (Central High School, Lansing, Michigan)

New administrators and coaches coming into schools should find complete records available. Also, there are many cases when information is desired concerning the athletic participation of former high school students several years after they have graduated. The school athletic department is the place from which it should be obtainable.

**Athletic Finances and Budgets.**—These items will be discussed in Chapter X.<sup>7</sup> They are mentioned here, however,

<sup>7</sup> See pages 234-277.

because of their proper inclusion under general administrative duties. It is impossible to overemphasize the importance of sound financial policies and accurate bookkeeping in connection with a high school program of interscholastic athletics. That is one reason why an entire chapter is devoted to the subject.

**General Reports.**—In some instances the general report for the athletic year may be the permanent records. In others part of it may be in the school paper or school annual. It is highly desirable, however, that a brief, yet complete, athletic report be placed in the hands of the superintendent or principal at the close of the school year. It is good information for either or both of them to have and is in line with policies in many schools that teachers shall report their year's work at the end of the final semester. The report should include at least: (1) financial statement; (2) results of games and meets; (3) number of participants; (4) outstanding features of the year's activities; (5) proposed schedules for the ensuing year.

**Contracting Officials.**—Athletic officials for home games for the following year should be engaged as soon as possible. While there always are many officials, yet, sometimes there are not enough good ones. It is not to be inferred here that too much emphasis should be placed on the official or officials in a game. Ninety-nine per cent of them are honest and eager to do a good job because that is their best method of receiving other assignments. It is a fact, however, that certain officials are better known, handle games in a more satisfactory manner than others, and are generally acceptable to all schools. These are the men whose services have to be contracted early. Home schools should submit lists of officials to visiting schools. Names of officials mutually agreeable should be submitted to the athletic council for



approval. Officials then should be contacted as to their availability and contracts sent them. In some cases it may be desirable to ask officials to hold a date or dates tentatively for later confirmation. This procedure will enable the securing of formal approval of the visiting school.

Keep a file of all correspondence regarding approval of officials. As far as possible, officials should be secured from six months to a year in advance of the games in which they are to work. It should be understood that contracts are binding only in case an official is properly registered with the state association, if state regulations require such a procedure. Don't use the same official in too many games. This is not a good policy for either players or spectators. There is question regarding the "trades" in officiating as practiced by some athletic coaches. This involves a coach from one school working a game for another school with the understanding that the coach of the latter school will work a contest for the coach of the former institution. Sometimes this policy leads to difficulties.

A word to the athletic official may not be amiss in this discussion. He has an important part in the successful conduct of an athletic contest. He should be businesslike in his correspondence, be on time, know the rules, and, above all, be honest and fearless. When he reports to officiate a game between two schools, he might well do so with the following thoughts in mind:

I am your official.

I was selected to officiate in this game upon your mutual consent.

I bring to this game a rested body and an alert mind.

I shall endeavor to be fair, always to be honest, and I shall exercise my best judgment.

I have attempted to master the rules of the game to the best of my ability.

I shall make my decisions so they will be clearly understood by players

and spectators; and, having made them, I shall expect the support of school authorities.

I shall consider this contest a success if each team plays its best and exemplifies the highest type of sportsmanship.

I shall give my best to the good of this game.

Officials whose reputations are best do not solicit games. School officials know who the men are whom they want to officiate their games. If an official's work and reputation are what they should be he will receive his share of officiating assignments. He should not make himself a nuisance, or cause embarrassment to athletic directors or coaches by asking them for games. His job is that of officiating games, and usually, that is all schoolmen or coaches want of him. Krieger offers some sound advice to officials concerning their conduct after games. While it applies primarily to football officials, yet it is applicable to all postgame officiating.<sup>8</sup>

The Ball—In the majority of instances the winner is entitled to the ball and will lose no time in claiming it; but unless the officials are definitely aware of this fact, it is good policy to grab and hold the ball. Following an incident involving much grumbling and threats to deduct the cost of the ball from my fee, I always make it a point to learn if the ball is at stake.

The Spectators—There may be instances when spectators take exception to a ruling and a nasty situation develops at the end of the game. Men who officiate football must school themselves to entirely ignore the comments of spectators during the game, and this seems the best policy to pursue should an unpleasant situation arise when the game is over.

The Coaches—Never ask a Coach for his opinion of your work; you know whether you worked hard and efficiently or whether your work failed to come up to expectations. . . . On occasion, a Coach will approach the officials before he has regained his normal temperament. In these instances there is nothing to do but be courteous or silent, and if anything is said that is to later be regretted, let it be said by the other fellow, not you.

When a Coach inquires about the ruling of a questionable play the official or officials who were responsible should make such answer as is

<sup>8</sup> E. C. Krieger, *Football Officiating*, Chap. IX. Athens, Ohio: The Law-head Press, 1937.

required without involving or implicating the others. "Passing the buck" is the best way I know of for a man to let himself quickly and quietly out of officiating.

Who of us has not "gone to bat" for another official who was in a tough spot? If you haven't, you have not been long in the game. I have observed instances where these attempts to help have been carried to an extreme which destroyed the entire value of the gesture and resulted in discrediting the "good Samaritan."

Among the officials—The customary "you worked a nice game and I enjoyed working with you" is sometimes far from a sincere statement. . . . If contact during a game does not give sufficient opportunity in which to judge the ability and personality of an official, I know of no other test which will reveal it; and what is said, if anything, can well be based upon the facts.

If You Stay Over—When an official remains in the city in which the game was played, his good sense should dictate that his conduct, even though hours after the game, may be the index by which he will be judged for the entire day.

Talking about the game, the players, formations, or the strategy employed is always to be avoided. In the first place, an official who is working efficiently knows much less about these things than any of the spectators, and to those who are "in the know" a detailed description by an official marks him as better fitted for some capacity other than officiating.

**Schedules and Practice.**—As indicated previously, schedule making should receive the approval of the local school athletic council or board of control. Generally, it should not be the final responsibility of any one individual. Obviously, some one will have the task of making arrangements for schedules but this always should be done, subject to the final approval of the council. Schedules usually should be made at least a year in advance. In some sports in which yearly home-and-home games are played, two years will be involved. In general, games should be arranged so that home contests alternate each week with those away from home. As far as possible, they should be arranged so that they do not interfere with school time. The North Central Association of Secondary Schools and Colleges recommends that no high school athletic contest be scheduled for an evening

preceding a school day. Leagues, conferences, or local athletic associations can aid schools in establishing regular schedules and deciding on days of the week on which games will or will not be played.

Schools are beginning to get away from the policy of playing "set up" games at the beginning of seasons. Usually, the public is not interested in such contests, there is decided inequity in the competition, and schoolmen, both in the large and small schools concerned, often are opening themselves to severe criticism by scheduling such games. Schools should confine their competition pretty much to their own class in order that there may be greater assurance of safety, equality of teams, and real fun for the contestants who play the games.

When schedules have been approved they should be mimeographed or printed for student and adult distribution. This is an effective means by which a school's policy regarding its athletic schedules may be publicized. By this method it also is possible for a school to protect itself from pressure for postseason games, especially in those states in which games other than those regularly scheduled are prohibited.

There are differences of opinion as to length of schedules. These vary in different sports. There is a tendency on the part of some state athletic associations to aid schools in establishing maximum limits in the number of games to be played in some activities.<sup>9</sup> Local schools themselves, or local leagues, frequently set up limits as to the number of games. Such a procedure seems justifiable, as pointed out by Campbell and Reed:<sup>10</sup>

The length of athletic schedules should be definitely limited. Boys

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<sup>9</sup> See page 114.

<sup>10</sup> W. G. Campbell and R. K. Reed, *Coaching High School Athletics*, p. 162. Los Angeles: C. C. Crawford, University of Southern California, 1932.

participating in interschool athletics are under great mental and physical strain. This in itself is not bad; it is a test of the boys' stamina and moral fibre; it is a part of the man-building process which we want. The objection arises, however, when the strain is too long continued. For that reason, boys should not be allowed to play excessively long schedules. Experience has shown that not more than four games should be scheduled for which the boys must put themselves on edge—games to be "pointed for." In addition to these games, three or four games of lesser importance might well be arranged. These games do not place the boys under a heavy mental strain and, therefore, do not interfere with the regular work of the classroom. Ordinarily, not more than eight interschool games should be scheduled, and the season should end well before the season for the next sport opens.

While the limit in the number of interschool games stated above may seem rather small for all sports, yet it may be considered as an average. There is no question that schoolmen have, in many instances, let their better judgments get away from them in setting up athletic schedules. Usually this situation has resulted from lack of thought rather than from lack of forethought. In the matter of practice periods, their frequency and length, this same criticism may be made:<sup>11</sup>

The tendency in high school athletics is to work boys too hard and too long. Practice periods are arranged daily, the schedule of games extends over a period of many weeks, and the number of contests played is, in most cases, entirely too many. Those who are responsible for high school athletics should remember that herein lies a flagrant source of overemphasis.

The local athletic council should adopt standards and policies governing practice periods and schedule-making compatible with rules of the state association. Since the state association must adapt its standards to meet all sorts of varying conditions throughout the commonwealth, the more enlightened local districts will usually plan fewer games and shorter practice periods than the parent organization allows.

The number and length of practice periods will vary with the discretion of coaches, experience of the team, and avail-

<sup>11</sup> J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, p. 466. Philadelphia: W. B. Saunders Co., 1937.

ability of facilities. Undoubtedly the claim that high school players are "burned out" is a greater indictment against practice policies than against the number of games played. A coach properly trained in the science of physical education should understand the elements of fatigue in growing boys and the degree of strenuousness occasioned by participation in various sports. His practice periods should be governed accordingly. In general, it will be a safe rule to practice a shorter period than had been planned. The following suggestions as to number of regular season games are based largely on state association recommendations or regulations. They may be of aid to schools in setting up schedules in the more commonly sponsored activities.

*Baseball.*—One or two games per week with at least two or three days between games. (No high school player should pitch more than one game per week.) Recommendation of twelve to fifteen games.

*Basketball.*—Generally one game per week with possibly one or two weeks during which two games are played. Recommendation of twelve to fifteen games during regular season. (Girls' basketball—one game per week with a season maximum of six to eight games.)

*Cross-Country.*—One meet per week. Recommendation of five to seven meets.

*Football.*—One game per week. (At least three weeks of practice prior to first game.) Plan an open date near mid-season if possible. Recommendation of seven or eight game maximum.

*Golf.*—Nature of the sport from a physical standpoint not important in determining number of scheduled meets.

*Swimming.*—One meet per week. Recommendation of five to seven meets.

*Tennis.*—One meet per week. (Limit competition of in-

dividuals to either singles or doubles, not both.) Recommendation of eight to ten meets.

*Track*.—One meet per week. (Limit number of events for individuals.) Recommendation of five to seven meets.

*Wrestling*.—Not more than one meet per week. Recommendation of six to eight meets.

The matter of sectional or state tournament and meet competition, naturally, is closely associated with schedule making. A number of state association regulations regarding maximum number of games to be played by schools have been established, with tournament or meet competition in mind. Local schools should adopt their own policies relative to such participation. In all states participation in tournaments is voluntary, and schools are free to enter or not as they choose. If the schoolmen of the state feel that the state association-sponsored tournaments and meets fulfill a need, undoubtedly they are set up and controlled with that end in view.<sup>12</sup>

**Athletic Alumni and Varsity Clubs.**—Schoolmen maintain different opinions regarding the advisability of encouraging the activities of varsity, lettermen, or alumni athletic clubs. Some feel that they may attempt to dictate the athletic policy of the school and, thus, should not be recognized. Others see in them the opportunity for another contact in the proper administration of the athletic program. The latter view seems to be the more prevalent. The varsity and lettermen of a school should have had enough experience in athletics so that they will understand some of the problems connected with them. This may not be so true of alumni athletic clubs. It seems best to work more closely with the two former organizations rather than with the lat-

<sup>12</sup> See pages 36-39.

ter. Keep them informed of school athletic policies, send them copies of schedules, aid in the arrangement of details for their meetings, and advise them concerning special athletic functions and banquets. By following such a procedure, generally, it will be possible to use such organizations for the purposes desired by the school rather than vice versa.

**Athletic Equipment.**—The purchase and care of athletic equipment represents the largest item of expense, except salaries, in the administration of the athletic program. It is mentioned here under general administrative duties and policies because of its major importance. Discussion of this subject appears in Chapter VIII.<sup>13</sup>

**Local League or Conference Obligations.**—Many schools find it advantageous to join leagues, athletic associations, or athletic conferences. As long as membership is maintained in such an organization, all obligations should be fulfilled. Attend meetings of the league, maintain full league schedules, remit dues promptly, and be loyal to the group of schools in the association. If these responsibilities and courtesies cannot be maintained, ask for a demit from the organization.<sup>14</sup>

**Athletic Banquets.**—Have a definite policy regarding athletic banquets. They should be regarded as regular affairs if a school is going to have them at all. Teams which lose all their games during a season have as much, or more, reason to be banqueted as do those whose records constitute what is considered as a "highly successful season." The athletic banquet should be a school, or school and community affair, rather than something to which the athletes are entitled. The school doesn't owe the athletes a thing, and they should be made to realize that early in their athletic

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<sup>13</sup> See pages 208-222.

<sup>14</sup> See pages 161-163 for league membership benefits.



careers. Rather than limiting an annual or seasonal banquet to members of an athletic team alone as the honored guests, it seems more justifiable to recognize all the activities of the school during the period. Include music, forensics, dramatics, scholarship—as well as athletics. Such an array of talent really gives a community an opportunity to see the broad scope of the school's program.

**Athletic Blanks and Forms.**—Each local school uses blanks and forms in the administration of its athletic program which it prepares itself or receives from the state athletic association. The supply of both these types should be checked frequently. Many times schools may receive excellent suggestions from each other by exchanging samples of blanks and forms they use. If forms, reports, or accounts of meetings are to be printed, be sure that the copy is correct before being sent to the printer. It is much easier and cheaper to make corrections before the type is set than after.

**Selection of Student Managers.**—Some of the qualifications of student managers have been discussed previously.<sup>15</sup> It also was pointed out that they might be elected or appointed but that they should not be members of athletic squads. Shepard of Eagle Rock High School (Los Angeles, California), lists the following as qualifications for student athletic managership:<sup>16</sup>

The candidate for the managership must be of unquestioned honesty, as he has access to large quantities of supplies and equipment. He must be intelligent and have the capacity and willingness to accomplish his assignments. A boy of congenial nature possessing the fundamental qualities of leadership is to be desired. The following specific rules are enforced:

1. No boy shall be eligible to compete for an assistant managership until he is a B10 student in full standing.
2. No boy who is a candidate for an athletic squad engaging in in-

<sup>15</sup> See page 134.

<sup>16</sup> John B. Shepard, "Job Analysis Applied to High School Athletic Managers," *Athletic Journal*, February, 1936, p. 24.

terscholastic competition shall be eligible to compete for a managership during the same semester. (This rule has been found desirable because of the overlapping of the various sport seasons, and it also tends to bring out the boy who is interested in athletics, but who is not of the caliber necessary for interscholastic competition.)

3. All managers of an athletic squad shall be required to maintain the same scholastic standing as other members of the squad; namely, that they have passed in three solids the previous semester, and are passing in three solids during the current semester, in addition to maintaining the proper standing in citizenship.

High school students interested in athletics usually are eager to be of help. Make the selection of them a definite and businesslike procedure. Let it be known that the jobs are open to those interested who meet the qualifications. Usually, an apprenticeship period should precede full managership appointment. Student managers should be eligible for managership school letter awards. Definite requirements for senior, junior, and assistant manager awards should be established and understood, if that many are necessary. Generally, student athletic managers should not be paid by the school for their services. It is a good policy to provide a distinctive shirt, coat, or jersey to be worn by student managers when on duty.

**Award Recommendations.**—Each school should have a definite policy relative to athletic awards. Certainly it is an administrative policy of first rate importance. Recommendations regarding awards, standards, and policies followed in schools are discussed in detail in Chapter IX.<sup>17</sup>

**Familiarity with State Athletic Association Regulations.**—It is the local school's responsibility to know and understand the state athletic association eligibility and contest regulations. This should be done for its own protection. In addition to this, however, state association posters concerning eligibility regulations should be displayed on

<sup>17</sup> See pages 223-233.

school bulletin boards. Make copies of the monthly state association bulletins (if one is issued) available in school libraries. These devices will increase student and faculty interest and respect for the school and state association athletic activities. It also will help them to see that local school athletics are a part of a state-wide educational athletic program.

## CHAPTER VIII

# Athletic Equipment

### The Purchase of Equipment

The purchase and care of equipment for high school athletics represents one of the major problems confronting those in charge of the program. In most schools funds are limited, squads are as large as facilities and equipment will permit, and safety precautions require the purchase of the best quality of merchandise for the money available to be spent. Some boards of education purchase general playing equipment (balls, bats, nets, and the like) but, by law, are prohibited from furnishing personal equipment. In most cases this material must be purchased from other than tax money. Thus, sometimes it is possible to buy, not that which is needed, but only that for which there are sufficient funds. Serious question can be raised as to the justification for sponsoring football, for instance, by a school unless it properly and adequately equips the boys who play on its teams. Good, substantial, and safety-approved equipment in all sports is a minimum essential. The athletic association's dollar must be spent well in order to get the most it can for its money.

**General Policy.**—The buying of athletic equipment should not be a haphazard affair. There should be a regular time and procedure for this important transaction. Items never should be bought just because they are cheap, nor should they be bought from unknown firms. Experience will show that recognized and legitimate sporting goods

dealers are the safest ones from which to purchase materials. They need not necessarily be local merchants; but, if athletic supplies can be bought as cheaply from them as from anyone, they should be given the business. Equipment should be bought only after needs are known. Regular inventories should be maintained. Purchase orders should be on regular school forms for that purpose and authorized by the athletic council or board of control. Usually, the athletic director, faculty manager, or coach will be given authority by the council to issue purchase orders.

It is realized that some of the suggestions stated in the preceding paragraph may seem superfluous as far as small schools are concerned. That is not exactly true. Rather than having the responsibilities assumed by the individuals mentioned, they will be retained by the superintendent or principal. There is just as much reason, or even more, for the small school to be businesslike in its athletic purchases. Usually there are less funds, proportionately, and equipment has to be used longer. Likewise, the more frequent changes in administration in small schools is an even greater reason why athletic purchases and the handling of funds in connection with them should be entirely clear and justified. Generally it is safe to advise that equipment be purchased with school athletic association money the same as though one's personal funds were being used. Williams and Hughes summarize five fundamental guiding principles for purchasing athletic equipment.<sup>1</sup>

1. Equipment purchased should conform to specifications; it should be official and should be suitable for the service for which it is intended.
2. Prices should be consistent with market conditions. Cut prices are to be avoided.
3. Purchases should show consideration of the needs of all activities.

<sup>1</sup>J. F. Williams and W. L. Hughes, *Athletics in Education* pp. 169-170. Philadelphia: W. B. Saunders Co., 1931.

4. Every purchase should show that the interests of the school have been preserved.

5. Every purchase should be made on regulation forms and in such manner as will insure legality of contract, prompt delivery and payments, and sufficient management.

**Equipment Inventory.**—At the close of each season an inventory of all equipment on hand should be made. A form of inventory blank is shown in Figure 31. By comparing this with the inventory made at the close of the same sport season a year ago, and adding any new material which might have been bought, it should be possible to account for all equipment. Of course, due allowance will have to be made for that which is worn out. Such an inventory will show four things:

1. How much equipment is on hand for the next season of this sport.

2. What equipment has to be repaired or replaced.

3. How much new personal or game equipment will have to be purchased prior to the start of the next season in this sport.

4. Whether managers or equipment men are efficient, and indicate whether or not athletic equipment is being lost or stolen.

In large schools, especially, it seems desirable to have the coach of each sport responsible for turning in the inventory to the faculty manager or principal. In this way the coach can have first-hand information regarding the equipment for the sport which he coaches. As a result of this inventory he should be in a better position to present his requisition for equipment when the next annual budget is being prepared.

**Purchase Orders.**—After equipment needs are known, samples have been inspected, or bids received, comes the formality of placing the order. When a purchase has been authorized by the athletic council it is much better to have

[illegible]

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## Athletic Equipment

one individual in the school responsible for placing the orders. He should sign the purchase order form, which should be made out in duplicate at least. In some schools triplicate purchase order blanks are used so that copies of all

<b>PURCHASE ORDER</b>		No. <u>435</u>
<b>Ishpeming High School Student Council</b> Ishpeming, Michigan		
Date _____ 193_____		To _____
Please fill the following order and send invoice to the Student Council		
Deliver to _____ _____ Ship Via _____	Ordered By _____ _____ Principal—Ath. Dir.	

Fig. 32.—Equipment Purchase Order Form. (Ishpeming High School, Michigan)

orders placed by the faculty manager or coach are accounted for as follows:

Original—Sent to the firm with whom the order is placed.

First duplicate—Retained by the individual signing the purchase order.

Second duplicate—Filed in the high school principal's office.



This procedure provides a double check on all school purchases and is especially valuable if the school is large and there are numerous agencies placing purchase orders payable out of general school activity funds. A typical purchase order such as is used by the Ishpeming (Michigan) High School is shown in Figure 32. This is used for purchase of all goods authorized by the student council of that high school. Special attention should be given to the fact that the orders are numbered serially; thus, it is possible to account for all of them. They also are made out in duplicate and punched so they may be filed in a two-post binder for ready reference.

### Issuing Equipment

An efficient method for issuing and keeping records of equipment is an essential factor in athletic management. This is necessary in order that equipment may be preserved and the expenses for such items kept to a minimum. It also is imperative that business methods be employed in this phase of management because of the effect they have on students participating in athletic competition. Respect for, and care of, property should be one of the lessons to be derived from athletics. If students realize that the material furnished them by the school is loaned to them, and that the management has an accurate check on it, it will be a worthwhile experience for them to realize that they are accountable for it. By this method, proper habits may be taught high school students, and every effort should be made to avoid situations in which carelessness, destructiveness, dishonesty, or thievery may develop. Have definite places for all equipment, with someone charged with the responsibility for it. If equipment is issued to a boy with the understanding that it is to be returned by him at the close of the season, insist that it be returned or that restitution be made

for it. It is a worse than idle gesture to go through the motions of charging athletic material to students and then, when only part of it is returned, to disregard the losses. Due allowance in all instances, of course, must be made for natural depreciation of equipment because of normal usage. It will be surprisingly gratifying to observe how careful high school students can be of equipment issued to them if they are made to understand that they are responsible for it. In this connection, however, every effort should be made by the athletic management to aid them in making it easy to take the proper care of their equipment.

**Marking Equipment.**—Various schools have different systems of marking their game and personal athletic equipment. India ink and stencil paint are most effective on cotton goods and practice equipment. Usually, the name of the school, a number, and the size should appear on each garment. Quite often the number is the only identification mark for the equipment issued to a boy. Inexpensive number or school identification labels may be sewed on the inside of woolen or silk jersey seams if no other numbers or marks appear on them. Game jerseys, of course, will be numbered for football and basketball in accordance with rules provisions, but some other identification usually is necessary for baseball, swimming, and track uniforms. Leather goods should be numbered and sized with India ink on white cloth or have numbers or marks burned in them.

**Equipment Cards.**—Every piece of equipment issued to a student should be charged to him on a permanent athletic equipment card which he should sign. The signature is especially important if he takes the material to his own locker and keeps it there. Incidentally, this plan is not recommended; but, of necessity, it has to be followed in some schools. Separate equipment cards often are prepared for each sport. In other cases a general card is used which is

applicable for all sports. When equipment is issued it is desirable to know that certain other matters have been taken care of by the team candidate. Thus, it is advisable to have

Sport _____			Physical Examination <input type="checkbox"/>			Parents' Consent <input type="checkbox"/>		
Locker _____			Lock No. _____			Combination _____		
Deposit _____								
Article	Issued	Re- turned	Article	Issued	Re- turned			
Jersey			Track Shirt					
Shoulder Pad			Track Pants					
T-Shirt			Sweat Shirt					
Pants			Sweat Pants					
Hip Pads			Swim Suit					
Stockings								
Socks								
Shoes								
Room	Grade	Name	Date of Birth					

Fig. 33.—Equipment Card. (Eastern High School, Lansing, Michigan)

some place for record on the card to indicate that the student is eligible scholastically, has passed his physical examination, and has filed his parents' consent card, if that is a school policy. A general equipment card containing some of the above information is used by the Lansing (Michigan)

Eastern High School (see Figure 33). However, it does not have a space for student signature for equipment received. This may be considered an unnecessary formality but the performance of it at least has the psychological effect of a contractual agreement entered into between the student and the school for his athletic equipment.

**Daily Care of Equipment.**—Athletic equipment deteriorates more rapidly because of ill treatment than it does from excessive use or wear. The method of taking care of it between practice sessions and between games is the greatest factor in determining the life and appearance of it. Wet and perspiration-soaked cotton and woolen equipment must be thoroughly dried between practice sessions or games. Also, it must be laundered or dry-cleaned frequently. Shoes should be brushed with a stiff brush and oiled. Pads should be dried thoroughly, washed with saddle soap, and painted with shellac. Helmets should be aired, dried, and kept painted and shellaced.

Obviously these duties cannot be performed by team members themselves. Neither does such a plan work well with a procedure in which athletes keep their equipment in lockers. Although some locker rooms have elaborate locker ventilation systems, seldom are they efficient enough to do a drying job such as is required for athletic equipment. The recommended plan is to have a separate equipment room in which a special space is provided for the material that is issued to each team member. No one is to be allowed in this room except the coach, athletic director, or student manager in charge of equipment. It is suggested that the room have cross ventilation (or be a drying room) if possible. A hook or two should be provided for each athlete. All the material issued to him should be turned in after each practice. It can be checked daily by the student manager to see that it is all there, by consulting the student's equipment card which

should be above the number of his hook. At the next practice session or game he calls his number at the equipment room window and receives his material. On days of games the game uniforms are substituted for those used in practice.

A system similar to the one described here is in effect in the Danville (Kentucky) High School. The equipment card, shown in Figure 34, has the items for football. (Other sport items would be listed accordingly.) This appears above the space number.

		Space Number _____
Name _____		
Equipment _____	Number _____	
Shoes _____	Supporter _____	
Helmet _____	Sox _____	
Shoulder Pads _____	Stockings _____	
Pants _____	Under Jersey _____	
Knee Pads _____	Miscellaneous _____	
Jerseys _____		

Fig. 34.—Equipment Card. (Danville High School, Kentucky)

There is a master record card used at Danville High School which contains a complete check list of all material issued to each team member. It also lists the space on the equipment racks in drying room which has been assigned to each student. Its general make-up is shown in Figure 35.

The advantages of the system used at Danville have been listed by the Athletic Director:<sup>2</sup>

1. The uniforms are given an opportunity to dry before the next practice. This results in cleaner equipment and causes the garments to wear longer.

2. The boy is able to have clean clothes more often. This keeps infection down to a minimum.

3. When a boy leaves school or is dropped from the squad, his

RECORD CARD												
Space Number	Name	Shoes	Helmet	Shoulder Pads	Pants	Knee Pads	Jersey	Supporter	Socks	Stockings	Under Jersey	Miscellaneous
1												
2												
3												
4												
5												
42												
43												
44												

Fig. 35.—Master Record Card. (Danville High School)

clothes are already in and need only to be checked off his name. Thus, he has no opportunity to take something with him.

4. When a boy is sick or injured and does not use his uniform, it remains on its hanger and no other boy can get to it to borrow or steal any part of it. When he returns to practice his uniform is just as he left it, whether it is one day or one month later.

5. The system teaches the boy to be careful with his uniform or pay a severe penalty.

6. It does away with the temptation to steal or break in and use someone's property.

7. It promotes harmony among the boys by not allowing the big boys to take all the better equipment from the small boys.

8. It relieves the coach of practically all worries caused by equipment.

9. The system makes it possible for the small school to maintain first class equipment for a large squad; furnish every detail of equipment for the boys and yet work within a very limited budget.

### General Care of Athletic Equipment

The value of an efficient system for the purchase and issuing of equipment is lost if proper care is not given to the equipment during and after the sport season. This applies to repair of equipment during the season as well as storage of it after the season is concluded. The old adage that "a stitch in time saves nine" may be literally true with athletic equipment. In fact, repairs sometimes will save a school several times the cost of purchasing new equipment. In some of the larger schools a faculty manager is placed in charge of the purchase, care, and repair of all athletic equipment. Such a plan is in effect at Waite High School, Toledo, Ohio, with most satisfactory results both from the standpoint of efficient management and also from the standpoint of reduction of the athletic equipment budget.<sup>3</sup> Judgment, of course, must be exercised as to what to repair and the method to be used.

**Repairing and Cleaning Athletic Equipment.**—Check equipment periodically. This should be done frequently to discover tears, breaks in leather, or broken parts. Some schools will have their own cobbler's outfits for minor repairs to shoes and leather goods. Others will have arrangements with local cobblers or leather goods repairmen. Shoes, especially, should be checked frequently, because those in poor condition may cause foot injury or infection. Helmets also receive a great amount of abuse. When rips appear in

<sup>3</sup> Reference is made to an excellent article, "Equipment Management," by Arthur P. Mills, *Scholastic Coach*, June, 1936, pp. 7-11.

them have them sewed up at once. This also applies to jerseys and pants. Keep them dry, clean, and in repair.

White goods and towels should be laundered frequently. Football pants also can be washed. All laundry work should include mending service. By this method clean material in the equipment room will be ready for use. Generally woolen goods should be dry-cleaned to prevent shrinkage. It is not advisable to use bleaching materials on white equipment. Generally they do not aid in cleaning the equipment and may be injurious to it. Supplying clean, well-fitting athletic equipment to boys on teams is one of the surest means of preventing infection epidemics. Insist on each boy using only his own equipment, keep it clean for him, and repair or replace it if it becomes damaged. Some schools have had considerable success in having their repair work on athletic garments done by domestic art (sewing) classes. In such instances the equipment has been thoroughly cleaned before being sent to the sewing department for repairs. In some cases the class members have been paid a small fee for their services, and in others a sewing club has taken over the work as a project for raising funds. Variations of these plans may be worked out for minor repairs at considerable saving to the athletic department.

**Storage of Athletic Equipment.**—When the season in a sport has been concluded, have the equipment cleaned. Sort out those items which need repairs and which it is financially feasible to repair. Send them to repair firms whose workmanship and service are known. All other equipment should be properly conditioned for the off-seasons and stored. Airtight bins or trunks for the woolen goods, and special cases or racks for the leather equipment, should be provided. Cotton material may be wrapped and stacked on shelves or in bins. Following are suggestions for conditioning and storage of athletic equipment:



*Leather Shoes.*—Clean thoroughly. Brush with neat's-foot oil. Replace laces and cleats. Renumber. Rub track shoes with vaseline. Store in dry place (bins or shelves).

*Helmets.*—Buff or sandpaper and repaint. Follow with a coat of shellac. Place on a wooden form on a rack, or stuff inside of helmet with paper and tie ear-flaps together with string. Do not fasten elastic strap because it will stretch. Clean felt or sponge rubber inside of helmet with soap and water. Tag for size. Renumber. Store in dry place.

*Hip, Shoulder, and Knee Pads.*—Wash leather hip, shoulder, and knee pads with saddle soap. Renumber. Clean felt or sponge rubber with soap and water. Shellac leather portion of pads. Tag for size. Store in dry place.

*Inflated Balls.*—Clean with standard ball cleaners on the market. Deflate to three to five pounds pressure. Store in dry place.

*Canvas Shoes.*—Thoroughly dry and brush. Tag for size. Replace laces. Store in dry place (bins or shelves).

*Woolen Garments.*—Clean thoroughly (dry cleaning rather than laundering recommended). Repair rips and mend holes. Tag for size. Store in airtight bins or trunks. Sprinkle naphthalene, paradichlorobenzene, or camphor crystals throughout the garments. Be certain that the container is airtight.

*Cotton Garments.*—Launder thoroughly. Inspect for repairs. Renumber and indicate sizes. Store in dry place.

*Silk Garments.*—Launder or dry-clean. Tag for size. Pack in boxes or bundles. Store in dry place.

*Football Pants.*—Launder thoroughly. Inspect for repairs. Renumber. Tag for size and grade. Save best of worn pants for mending. Store in dry place.

*Wrestling Mats.*—Launder thoroughly, repair, and fold for storage in dry place.

*Football Linesman's Markers, Box, Yard Line Markers.*—Repair, repaint, and store in dry place.

*Football Dummies and Charging Machines.*—Clean former and store in dry place. Repair and repaint charging machines and store inside, in dry place.

*Baseball Bats, Balls, Bases.*—Wipe off bats and store in dry place. Save used baseballs for practice. Clean bases and store in dry place.

*Hurdles, Benches, Toeboards, and Take-off Boards.*—Repair, repaint, and store in dry place.

*Javelins.*—Hang from a height with point downward to prevent warping. Store in dry place.

*Vaulting Poles.*—Lay in straight position to prevent warping. Store in dry place.

*Discus and Shot.*—Wash and store in dry place.

*Tennis Nets.*—Fold or roll around wooden pole. Store in dry place.

*First-Aid Kit.*—Clean kit and bottles. Relabel bottles. Replenish stock as inventory indicates when season opens. Store kit in clean, dry place.

*Ticket Booths.*—Clean and repaint. Store in dry place if removable.

## CHAPTER IX

# Athletic Awards

### General Award Policies

Since time began it has been customary for those who have been victorious to receive emblematic or actual evidences of their success. In some instances the reward was wealth, position, or decoration. In others it meant power. These same traditions have been carried on in athletic competition, but in most instances the award is emblematic rather than actual. American high schools have waged determined campaigns through many of their state athletic associations to insure that awards will be of nonutilitarian value, or practically so. This general policy is pointed out by Voltmer and Esslinger:<sup>1</sup>

The school letter has replaced the olive wreath of the ancient Greeks as the award for athletic performance. In high schools the letter constitutes the customary form of award, although some schools also award a sweater with the letter. The majority of states follow the rule of the National Federation of State High School Athletic Associations and limit the cost of their awards to one dollar or less. In colleges the sweater and letter are usually presented to the boy who qualifies.

Sometimes it is difficult for people to understand why awards are presented to athletes. This confusion is only natural because there have been so many policies in effect. The old idea used to prevail that awards were given to boys because of services they rendered to their schools. Nothing could be further from the truth if the athletic program is an

educational one. Participants should be the greatest recipients of benefits because of having had the chance to play. Anything they may think they have done for the school becomes insignificant in comparison with the opportunities and experiences they have had. When the athletic program is considered part of the general school curriculum, participants in it become regular class students in the sport concerned. From that standpoint there is not much justification for rewarding them for their participation in an activity which benefits them. In an address before the high school principals of Massachusetts, Principal Mitchell, of Lynn, pointed this out:<sup>2</sup>

I have tried to point out that football, baseball, basketball, etc., are nothing more or less than regular subjects in our scheme of physical education taught by teachers hired by the School Board and paid out of the school funds; that these teachers are or should be held in the same light as any other teacher and the sports themselves considered of the same importance as the other subjects. No principal would consider presenting a sweater or any other wearing apparel, a gold football or any other piece of jewelry to a pupil who does unusually well in mathematics, in debating, musical organizations, or any other activity of the school. Why should we give the subject of athletics any more prominence in our school than we do mathematics, history, English or any other subject? Why should we try to advertise the school to "put the town on the map" any more ardently through success in the subject of athletics than through success of the pupils in other subjects?

I have never yet been able to understand just why sweaters in preference to any other sort of wearing apparel are given by these schools that make awards to athletes. Certainly the boys should not wear them in the school building nor in their homes on account of their undue warmth at *any* time of the year. Why should not shoes be donated or hats or some other article just as frequently as are sweaters? Furthermore, I have never been able to understand just why jewelry, more commonly in the form of a football, is awarded.

I believe we have over-emphasized in many cases the idea that the

<sup>2</sup>Fred C. Mitchell, Principal, Lynn (Massachusetts) Classical High School, in a paper presented before the State Conference of High School Principals at Amherst, Mass., March 24, 1926. (Distributed by vote of the Conference.)

athlete is rendering service only to the school. In other words, we have carried to excess the "school spirit" idea. Of course, a boy should do his best in athletics as in any other school subject because by so doing he best serves his school and himself. Boys, in general, when properly taught by their teachers in physical training have the right attitude towards school athletics. They acquire the right school attitude through *natural* school methods without any fake stimulus from artificial incentives.

Quite frequently the problem confronts schoolmen of awards from outside sources, especially when a high school team has had an outstanding season when measured by number of games won or lost or championships annexed. Teams often are feted on numerous occasions. Unless the situation is watched, some well-intentioned, community-minded individual, or group of them, will want to present team members with awards having intrinsic values greater than school or state association regulations allow. They seem to think that the boys must be "given" something for what they have done. Recognition of honor brought to their school or to themselves may be all right if kept within reason. Rewards for having done that which was a pleasure for them to do are not only unnecessary, but unjustifiable.

State athletic association regulations relative to awards<sup>3</sup> are helpful limitations to which local school administrators may refer when community interests desire to give excessive gifts to team members. It behooves schoolmen to have their local athletic and other activity award policies well understood by student bodies and public alike. Publicizing them will be an effective means by which the athletic program of a school may be kept in its proper place in relation to the other educational phases of the curriculum. It will help keep athletics on an even keel no matter whether a school team wins or loses all its games or finishes first or last in its city, league, section, or state standings.

<sup>3</sup> See pages 62-66.

## School and Sport Award Policies

**General Trends.**—Maine is one of the very few states, if not the only one, which have state-wide standards for awarding school letters. These are given below:<sup>4</sup>

1. School letter may be awarded a pupil who plays one-half the total periods in a football or a basket ball season or one-half the total innings in a baseball season.

2. School letter may be awarded to the winner of a point or fraction of a point in an interscholastic track meet of three or more Class A schools; winner of first place in a dual meet; members of a winning relay team or cross country team at a state meet.

3. School letter may be awarded for winning first place in any event at the annual state winter carnival sponsored by the Maine Association of Principals of Secondary Schools.

4. Seniors may be awarded a letter for conscientious attendance at practice even though failing to play the required length of time.

5. Award of a letter for tennis, rifle shooting, etc., may be made by votes of the various school authorities.

6. Other school activities, such as debating, orchestra, band, etc., may come within the award of an insignia, provided the same is not confounded with the form of school letters given for athletic work.

7. For football, an eight inch block letter; for baseball, a seven inch Egyptian plain letter; for basket ball, a six inch block letter; for track, a seven inch old English letter; for tennis, a five inch old English letter shall be awarded.

8. The method of award whether by committee, athletic council, or otherwise shall be determined by the various schools.

As indicated previously, state athletic associations in a majority of the states have set up limits as to cost of awards. If the value exceeds one dollar, usually the number that may be received is fixed. It is obvious, however, that the determination of standards for award qualifications have been left to individual schools themselves in most cases. Policies vary in accordance with state regulations. They also are dependent upon the size of the school. In a recent survey made in 125 Michigan high schools of all sizes, some inter-

<sup>4</sup>Maine Association of Principals of Secondary Schools, Constitution (1938), *op. cit.*, pp. 23-24.

esting information was revealed as to general practices within one state. Following are the conclusions from this survey:<sup>5</sup>

1. In the larger schools awards are being limited to one letter in a sport during a student's high school career, with subsequent recognition usually being a certificate.

2. A majority of the schools award letters of the same size for all sports.

3. Most schools do not limit the number of sports in which a student may compete during the year.

4. In many schools awards are not made until the end of the semester and then are dependent upon the recipient's school citizenship and scholastic standing as well as his athletic ability.

5. Awards generally are made on the basis of a combination of factors including recommendation of the coach, faculty committee action, and a required amount of competition, with exceptions for extenuating circumstances.

6. Schools are not distinguishing between major and minor sports as much as they did a few years ago.

7. In general, schools are paying between seventy-five cents and one dollar for athletic awards.

8. Only six of the one hundred twenty-five schools advocated any change in the present provisions of the Award Rule. (The Michigan award limit is one dollar.)

9. In schools where a point system is used the points earned in each sport usually are cumulative, that is, they apply in successive seasons toward the award requirement.

10. Schools vary in the policy of making awards for intramural athletics. Some feel that such activities should be for competition only, while others believe that inexpensive, individual awards are beneficial.

11. Some schools which have general organization or student union plans require that members of athletic teams be holders of such school tickets before they may be members of teams, and thus be eligible for athletic awards.

12. A few schools give a senior, or the winner of a second or third letter, the choice of the letter, or a medal, or a key, the cost of which is comparable with the letter.

13. Schools quite generally are making awards to students for other

<sup>5</sup>"A Study of Athletic Award Policies in 125 Michigan High Schools (1935-1936)," Michigan High School Athletic Association *Bulletin*, March, 1936, pp. 167-172.

activities as well as athletics. They usually include dramatics, forensics, and music.

The trend, as evidenced by the Michigan study, undoubtedly may be taken as fairly indicative of the general policy in effect in schools throughout the states. The one exception might be the plan in some states which allows a school to award a sweater or a blanket to a boy once during the year or at the completion of his high school athletic career. Other states definitely rule against such a practice. In general, the most desirable policy to follow seems to be that of making awards of no intrinsic value. They should be considered as honor recognitions rather than rewards for services rendered. Some schools find that certificates serve this purpose. Certainly, giving a school letter to a boy is a manifestation of trust in him. He should consider the receipt of it as such and wear it with honor because his school has given him that privilege.

Some schools feel that awarding too many letters defeats the purpose intended and tends to cheapen them. The award limits as to costs in many states make more expensive awards impossible as well as undesirable. Ann Arbor (Michigan) High School has developed a combination scheme of letter and certificate awards which seems worthy of consideration.<sup>6</sup>

The first year a boy wins a letter in any sport, he is awarded that letter. The second and third years, if he again earns his letter, he is given a certificate. Certificates are awarded to all second team and reserve players. Varsity team players are the only ones eligible for a letter. This means that a boy can receive only one letter for each sport. In other words he could not receive over three letters in all his high school athletics while he is a member of the school. This has practically the same effect as awarding only one letter a year regardless of the number of sports in which a boy participates. We like this system because it gives a letter to a boy who makes the varsity team for the first time.

<sup>6</sup> *Ibid.*, p. 168.



**Method of Granting Awards.**—In a previous discussion of awards<sup>7</sup> it was suggested that awards (letters) be granted by the athletic council or board of control in a local school. The following procedure is recommended:

1. At an early season practice session the coach should advise all team candidates of the award policy of the school.

2. Records of the amount of competition of each individual should be kept if that is a requisite on which awards are granted.

3. Recommended list of those to receive the school award should be prepared by the coach and submitted to the athletic director and principal.

4. Athletic director and coach should confer with principal in order to check on school citizenship, attitude, character, and scholastic standings of those recommended.

5. Combined recommendation should be submitted to the athletic council or board of control for final approval.

6. Letter awards should be made at a school assembly as near the end of the semester as possible.

**Basis for Granting Awards.**—There are different plans in effect which form the basis for granting athletic awards in various schools. In some instances they are given solely on the recommendation of the coach. In others this recommendation is combined with those of other school officials. Certain schools pay much attention to the amount of participation as the basis for awards. They set up definite requirements that a boy must have played in so many quarters, innings, or have won a required number of points. Another plan is that of awarding only a limited number of letters per year and determining the recipients on the basis of a point system which includes all the sports sponsored by the school. Most schools require that, to receive awards, students must

<sup>7</sup> See page 151.

be good school citizens, receive passing grades in their work, have been regular in attendance at practice sessions, and have observed training rules as formulated by the coach.

**Examples of Award Systems.**—Three examples of award systems merit discussion. They illustrate: (a) an award system based largely on participation in individual sports; (b) a point award system including consideration of participation in more than one sport sponsored by a school; (c) a general recommendation award system. The basis of each of these is discussed below.

**Participation in Individual Sports.**—This is the system followed in the Detroit Public School Athletic League. The athletic award regulations follow:<sup>a</sup>

#### TRACK

(1) City stripes shall be given for a place in indoor or outdoor city meet. Stripe to run from right shoulder to left hip, and to be approximately 1½" wide.

(2) Letters shall be awarded in track as follows: ten points in two or more dual meets; place in city meet.

#### FOOTBALL

Letters shall be awarded in football for the following: Play in at least three city league games with a total of five quarters, two of which must constitute a half in one game; or play in two city games a year for three years, playing at least one full quarter in each of the games.

#### BASKETBALL

Letters shall be awarded for playing six full quarters against league teams.

#### BASEBALL

Letter shall be awarded as follows: Play in four league games with a minimum of nine innings; pitchers, five innings in two games, and part of one other game.

#### SWIMMING

The same rules apply to this sport as to track.

#### GOLF

Play in three dual matches or city tournament.

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<sup>a</sup> Detroit Public School Athletic League, *Athletic Manual* (1937-1938), p. 32, Board of Education Publication No. 116.

## CROSS-COUNTRY

Place in the first five contestants from his school in the city meet or in two quadrangular meets.

## SKATING

Place in city meet.

## TENNIS

Participation in five matches, singles or doubles.

## HOCKEY

Play thirty minutes for the season or in two or more league games.

N. B.—All above awards are subject to being withheld at discretion of athletic director or local athletic board of control. This means that the letter may be withheld for disciplinary reasons, or if the director or board does not feel that the competition, particularly in track, swimming, or golf, has been sufficiently keen to give the school award.

*Consideration of All Sports Participation.*—This is the basis of the point award system of the Buckley (Illinois) High School (enrollment, approximately 40 boys). The regulations follow:<sup>9</sup>

Ten (10) letters will be awarded to the ten (10) boys who earn the most points in athletics during the year on the following basis:

1. Baseball:
  - (a) Two (2) points for each complete inning—spring and fall.
2. Basketball:
  - (a) Three (3) points for each quarter entered in a first team game.
  - (b) One (1) point for each quarter entered in a second team game.
  - (c) Twelve (12) points is the maximum for any one season.
3. County Track Meet:
  - (a) Fifteen (15) points for a first.
  - (b) Ten (10) points for a second.
  - (c) Five (5) points for a third.
4. District Track Meet:
  - (a) Twenty-five (25) points for a first.
  - (b) Twenty (20) points for a second.
  - (c) Fifteen (15) points for a third.
5. State Track Meet:
  - (a) A letter for winning any place.
6. Any other Track Meet:

<sup>9</sup>"Athletic Awards at Buckley," Illinois High School *Athlete*, October, 1936, p. 23.

- (a) Five (5) points for each first.
- (b) Three (3) points for each second.
- (c) One (1) point for each third.

7. General Points:

(a) Ten (10) points each calendar week for being "up" in all subjects.

- (b) Five (5) points for each complete practice.
- (c) Twenty (20) points negative for each training rule violation.
- (d) Twenty (20) points negative for any unsportsmanlike conduct.

8. General Rules:

(a) All points must be earned in the Buckley Community High School.

*General Recommendation.*—This is the basis of the Grosse Pointe (Michigan) High School award system. The regulations follow:<sup>10</sup>

1. In order to receive an award in a varsity sport the boy must be recommended by the coach of that sport. In making recommendations for varsity awards, the coach must take into consideration—(a) Conduct; (b) Attendance; (c) Ineligibility periods.

2. All awards will be made at the end of the semester in which the competition took place.

3. In order to receive either a varsity or intramural award, the boy must pass 15 hours of academic work the semester in which the participation took place.

4. Varsity letters or honor sweaters are not to be worn during any period of ineligibility. (Note—Except after school hours.)

5. Varsity letters or honor sweaters are not to be worn by anyone that has not been awarded a varsity letter. The school reserves the right to withdraw any letter award found in the possession of a person other than the one to whom it was awarded.

**Student Manager Awards.**—Student managers should receive school letter awards which are distinctive of the type of service rendered by them. In many schools there are various ranks of athletic managers, and it is well to have awards indicative of this fact. The student manager award system in effect in the Detroit schools follows:<sup>11</sup>

1. The boy must conform to the eligibility rules the same as the team which he manages, with the exception that he need not pass a physical examination.

2. The boy must serve at least one year as a house manager and as a team manager one season, or as an assistant manager one season and then manager, or serve as a manager of the same sport for two seasons, or manage two sports in the same school year. The coach and athletic director must also agree that his work has been satisfactory.

The plan in effect at Eagle Rock High School, Los Angeles, California, for making suitable managerial awards has proved satisfactory there and merits consideration:<sup>12</sup>

1. The senior manager, upon the successful completion of his duties, shall be awarded the school monogram with an "M" superimposed. Only one such monogram shall be awarded.

2. The junior managers, upon the successful completion of their duties, shall be awarded the middleweight letter with an "M" superimposed. The number of such letters awarded shall not exceed the number of junior managers specified for that sport.

3. The assistant managers, upon the successful completion of their duties, shall be awarded the lightweight letter with an "M" superimposed. Not more than four such letters shall be awarded.

The physical education department has also added to the distinction of the managerial office by providing the occupants with jerseys of appropriate color.

These two plans relative to student manager awards offer suggestions which may be followed to a certain extent in schools of various sizes. It seems evident that an award for efficient student manager service is highly desirable.

## CHAPTER X

# Athletic Finances and Budgets

### Athletic Finances

**Finances and the Athletic Program.**—Since athletics first came into our high schools, methods have been sought by which they could be financed. Comparatively we have gone a long way in raising the status of the program. In at least one state (New York) athletics, by Board of Regents' action, are a definite part of the physical education program of schools. It is the duty of the local boards of education to provide facilities for conducting them. Facilities mean equipment of all kinds. In many other states boards of education buy general game equipment but not that for the personal use of contestants. There is no doubt that in hundreds of other schools, boards of education make up deficits in high school athletics from balances in "emergency, revolving, or contingent" funds, sometimes illegally by strict interpretation of the law.

All this has come from the humble beginning which athletics had when they first were placed among school activities. Of course, gate receipts still furnish the great bulk of revenue for financing the athletic programs in high schools. There has been a tendency during recent years for the larger schools, especially, to form activity associations or general student organizations as a means of financing athletics and other school activities. In the investigation of sources of

athletic income in 327 high schools Brammell found the frequencies shown in Table 1.<sup>1</sup>

TABLE 1

## SOURCES OF ATHLETIC INCOME, 327 HIGH SCHOOLS

<i>Source</i>	<i>Frequency</i>
Board of Education.....	32
Ticket sales .....	276
Pools of funds derived from all extra-curriculum activities.....	65
Donations.....	5
Athletic association membership fees.....	14
Student council, student union, and student body fees.....	12
Plays, entertainments, and special efforts .....	16
General organization dues.....	2
Assessing home rooms.....	1
Department of physical education.....	1
Profits from magazine subscriptions .....	1
Candy sales.....	1

There is no doubt that schoolmen in general would prefer to have athletics financed the same as any other school subject. Certainly, from an educational standpoint, athletics can be justified as having as great, or greater, possibilities for teaching citizenship, sportsmanship, character, performance, values of self-imposed discipline, use of leisure, health, and the like, as does any other school subject. This is pointed out by Principal Riley of Oswego (New York) High School.<sup>2</sup>

There is real educational value in athletics. The guidance possibilities of competitive games are unlimited. The rules of football, the formations, the plays themselves are as challenging to the mind as are the rules of algebra, the formations in geometry or the experiments in science. Football rules, formations and plays, however, have the added educational advantage of immediacy. We learn them readily because we see an immediate use for them. The football guide book is as com-

prehensive and specific as any text book used in our schools today. The discipline of the athletic field contributes something to the boy that he can get in no other way. Many boys earned a high school diploma because of their interest in athletics. All this would seem to indicate that the athletic program is a very important part of the educational program and should be taken from the exhibition class and placed in the regular curriculum where it belongs.

It is legal for Boards of Education (New York) to purchase athletic equipment for athletic teams. It is legal for them to provide the playing fields and other expenses of the program. It is also the undeniable right of every boy and girl in school to see his team play without paying an admission fee. Therefore, we should work for the subsidization of the athletic program by the local Boards of Education. The program can never be educational as long as it remains commercial.

Riley states the situation well. The development of interscholastic athletics in New York will be watched with interest as a result of the broad construction applied there.

Since the time has not yet arrived when gate receipts, in general, can be eliminated, it is imperative that schools control them for their own ends. It seems most advisable that student fees and student admission prices be kept to a minimum or abolished whenever possible. Since in schools of most states (including New York) gate receipts still are in effect, they should be so adjusted that the adult public is paying the bulk of them. Student considerations come first. To the adult an athletic contest should be a means of entertainment, and not much more. Adults expect to pay for their entertainment in most instances. The problem, therefore, seems to be that of striking the proper balance between educational service to high school students and the offering of a program of entertainment to the interested adult patrons of the school. The discussion which follows recognizes the ideal to be attained. Obviously the administration of the athletic program would be greatly simplified if there could be complete board of education subsidization of it. Such, however, does not appear to be possible at the present time.



Wagenhorst found these evils to arise from the situation:<sup>3</sup>

The manner of financing interscholastic athletics accounts for most of the existing evils that must be overcome if the maximum benefits are to be derived. So long as the present plan of financing continues, high school athletics will be saturated with commercialism; winning teams will be coveted, even by school men, if only to replenish the athletic treasury; and there will be over-adulation of athletes on the part of the school and community. This does not mean that the desire to win should not be strongly present in all games. It does mean, however, that it should not loom as the dominant aim. It is in the anti-educational aims that the undesirable features of high school athletics originate. Here lies a serious ethical problem which will remain a powerful influence for evil so long as high school interscholastic athletics are not adequately financed through regular school funds. In the final analysis, even under the present system, the community must pay the bills. If gate receipts and other sources of income are insufficient to carry out scheduled programs, special "drives" in one form or another are invariably made upon an already over-burdened public. Complete financial support through the regular school funds is the only method for solving the problem. Utilizing any other means of financial support necessitates a compromise with an ethical principle.

The actual situation as it exists today will be considered in this discourse. It will be taken for granted that finances have to be raised for interscholastic athletics, in most cases without a major portion of them being furnished by boards of education. Furthermore, it will be assumed that those responsible for athletic programs are interested in methods followed in other schools for obtaining, handling, and spending finances most judiciously. In other words, the reality of financing a successful interschool athletic program will be the main thesis of this chapter.

**Methods of Raising Athletic Funds.**—The methods of raising athletic funds are almost as numerous as are the schools which use them. No denial of the fact can be made that the easiest method of raising funds, except by board of

<sup>3</sup> Lewis Hoch Wagenhorst, *The Administration and Cost of High School Interscholastic Athletics*, p. 103. New York: Teachers College, Columbia University, Contributions to Education, No. 205, 1924.

education grant, is by having a successful team. Usually public and students alike will pay to see a winner. This seems to be an American tradition. In most schools, however, more than chance gate receipts are necessary to assure successful operation of the program for the year. Some of the methods followed in such schools will be presented. A word of qualification, however, is offered concerning them. Not all the plans mentioned here necessarily are recommended; the ones cited are those which apparently have been successful where they have been tried. They are offered only as suggestions.

Many schoolmen legitimately are opposed to consuming too much school time in "selling campaigns" for financing athletics. In considering this matter, a committee of superintendents of schools in California said:<sup>4</sup> "The reduction to an absolute minimum of ticket selling within the school for athletic contests should be effected." There is no doubt that too many times school time unnecessarily is used for ticket-selling of all kinds. Such a practice is not necessary. It can be done at other times, expeditiously, and in a businesslike manner. The whole scheme of raising, handling, and disbursing athletic funds in a high school should be made the basis of educational experiences for numerous students which would be good, practical business training for them. It should not become too much of a job for a few people, and it should include methods which are acceptable to students and public alike.

*Admission Prices.*—Keep admission prices to athletic contests at a minimum as far as high school students are concerned. They should be the first ones to have the opportunity to see their teams in action. Sometimes it is necessary to limit attendance at indoor contests because of seating

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<sup>4</sup>Adopted by California School Superintendents' Association (*Superintendents' Recommendations on Interscholastic Relations*).

accommodations. If so, take care of students first, and make the admission charges as low as possible, consistent with assurance of reasonably sufficient funds to finance the program. If it can be done, it is much more justifiable, educationally, to fill gymnasiums and playing field accommodations with students rather than with adults. Such a policy emphasizes to the public the real individuals for whom the program is maintained. In some instances, also, such a policy has been instrumental in awakening school patrons to the need for additional school facilities.

*Season Tickets.*—The sale of season athletic tickets to students and adults is a recommended procedure. By doing this, at least five things are accomplished:

1. Prices for season tickets to students can be made much lower.
2. The plan assures the school a minimum fund for program operations.
3. It obtains funds early in the season for use in getting the sport under way.
4. Season ticket sales reduce the weather hazard to sales which occur when athletic funds depend entirely on game-day admissions.
5. In smaller communities, especially, season tickets are appreciated by interested adults. They offer a tangible way by which they may support the program. Such individuals, usually, are the "more substantial" citizens in a town and are people whose presence lends a wholesome influence at contests.

The type of season ticket recommended is the booklet form or the form which has a detachable part to be removed when the ticket holder enters the gymnasium or field. The athletic booklet for students has the number of the book on the outside cover, with a space for the name of the owner.

There is a separate slip with an athletic event number for each contest. Usually, a space for the owner's signature is provided on each event slip. For identification purposes the signature may be compared with the cover signature although some schools are not particular in this regard. The event slip must not be detached from the book prior to presentation at the gate or door and the entire book is handed to the ticket taker who tears out the appropriate slip and returns the book to the owner. A similar plan works out very well with adult season tickets and insures that only one admission is obtained for each event on each ticket. This arrangement also is faster than ticket punching when a single ticket is used, on which there are designated punch spaces.

*Student Activity or General Organization Tickets.*—In schools in which student activity or general organization ticket plans are in effect it seems as though, generally, there is a better balance between athletics and other school activities. This is as it should be. It is recognized, of course, that athletics present an activity which usually appeal to many students, either as participants or as spectators. It is quite natural and proper to capitalize on this interest to aid in support of other phases of the school activities program. The common practice in schools having general student tickets is to include some or all of the following, either entirely or partially, among the activities represented:

1. Admission to all home athletic contests.
2. Admission to special school assemblies or programs.
3. Admission, or part admission, to school plays, concerts, and operettas.
4. Subscription to school paper.
5. Part payment on the school annual.
6. Admission to debates and other forensic contests.
7. Admission, or part admission, to all-school parties.

This plan definitely centers finances for all the activities of a school; and, as in the case with season ticket sales in athletics, it establishes a working minimum for all school projects. Usually this arrangement is so set up that students buy their activity tickets on an installment basis by paying from ten to twenty-five cents per week until purchased. In other cases a small fee is paid each week during the entire school year. Generally, it has been found more desirable to arrange the payment schedule so that most of the ticket is paid for before the home football or basketball seasons are concluded. Schools have found frequently that payments on tickets lag considerably if they extend over too long a period, especially after the home football or basketball games have been played. A few minutes during a homeroom or utility period are all that are necessary to devote to collection of payments. Sometimes activity ticket stamps are sold on payment days to be placed in student folders. The bookkeeping system need not be elaborate; it need merely include the name of the ticket purchaser and spaces for payments on collection day dates.

The division or proportioning of receipts from activity ticket sales will depend upon a number of different factors. A general board composed of representatives of all activities concerned should review the requests of each recipient from the funds. Probable additional income to be realized by some of them during the year should be taken into consideration when making apportionments. When the total amount to be received has been estimated as nearly as possible and budgets for the activities of the year have been approved, it is a comparatively simple matter to apportion the percentages. Usually, no single activity should be allowed to exceed its apportionment without the approval of the general activities board. Such a policy will insure that all projects will have their allotted funds, and when balances from

certain of them accrue, they may be placed in reserve for future use of all activities.

The idea of the "Ten Cents a Week" student activity plan is supposed to have originated in the Omaha (Nebraska) Technical High School. The division of the "activities dollar" at this school is shown in Table 2, and the outline of this plan follows:<sup>5</sup>

As used by Omaha Tech. each student has a folder or card on which are as many spaces as there are weeks in the school year. Stamps are printed and the teachers sell them each week, one teacher being responsible for a certain class weekly. When a boy or girl pays ten cents, the teacher then turns the money over to the Activities Association. As long as the card indicates the owner is paid up it will admit the student free to any school activity whether it be an athletic contest, a school play, a debate or the swimming privilege.

TABLE 2  
DIVISION OF ACTIVITIES DOLLAR  
(OMAHA TECHNICAL HIGH SCHOOL)

<i>Recipient</i>	<i>Amount</i>
Senior play and school annual . . . . .	21.0¢
Artists . . . . .	10.4
Football . . . . .	10.2
Baseball . . . . .	7.5
Track . . . . .	6.5
Basketball . . . . .	5.1
School paper . . . . .	5.0
Operettas . . . . .	4.9
Bands and orchestras . . . . .	4.8
Swimming . . . . .	3.9
Mass athletics . . . . .	3.1
Spring festival . . . . .	2.8
Assemblies and movies . . . . .	2.7
Wrestling . . . . .	2.7
Debating . . . . .	2.4
Honor roll . . . . .	2.1
Stamps and supplies . . . . .	1.3
Song books . . . . .	1.2
Miscellaneous . . . . .	1.2
Greenhouse . . . . .	1.2

<sup>5</sup> *Successful Financial Plans For School Athletic Departments* (booklet), pp. 3-4. Lowe and Campbell Athletic Goods Company, Kansas City, Mo.

The student activity or general organization ticket plan in high schools seems to offer the following advantages as a method of financing athletics and other activities:

1. Unifies all school activities.
2. Aids in keeping the athletics in their relatively proper place in the school activities program.
3. Capitalizes on student interest in athletics to aid in financing other justifiable school activities.
4. Reduces ticket-selling campaigns to a minimum through regular organization plans.
5. Provides an early-season and known working capital for all activities.
6. Provides accessible funds at the beginning of the school year.
7. Plan may be sponsored as a student activity project.
8. Should result in considerable saving to students because prices may be reduced if sufficient tickets are sold.

*Student Fee Plan.*—This plan apparently has been borrowed from colleges and universities. Many of the latter charge a definite sum for athletics, which is included when tuition payments are made. Some high schools have found it successful, but generally it is not used or recommended. The plan assesses each student in a high school a certain amount for the athletic program and admits him to all home contests. It is defended on the ground that textbooks have to be purchased and laboratory fees must be paid by students; therefore, an athletic fee from all is justifiable. If such a plan is to be workable in any school, it is certain that its inauguration should be preceded by an extensive educational campaign among school patrons and parents of students.

*Other Athletic Finance Plans.*—Schools frequently find it necessary to put on special functions in order to raise funds

to finance athletic programs. In fact, some schools use this method entirely as a means of support, with the result that gate receipts have been eliminated. Sometimes this procedure has been forced on them because of inadequate facilities where athletic contests are held. Quite often it is not possible to accommodate spectators or charge admission, and resort to other finance methods has been necessary. Schemes used in certain schools which apparently have been successful are listed here. Again it is not to be inferred that all the procedures necessarily are recommended. However, they may offer suggestions to schoolmen in certain schools which will be of benefit to them.

1. Tag sales—preceding or at time of games.
2. Athletic carnival—may be held either indoors or outdoors.
3. School dance—with special athletic or other activity features.
4. School circus—an all-school affair, held in gymnasium.
5. School plays, operettas, minstrels.
6. Band and orchestra concerts.
7. Debating and forensic contests.
8. Moving picture benefits—arrangements with local theater for percentage of advance sale of tickets.
9. Candy and soft drink sales—at school or community functions.
10. Magazine subscription campaigns.
11. School work day—students work at odd jobs and turn in earnings to activities fund.
12. Pie or cake socials or suppers—auction off pies or cakes made by girls of the high school.
13. Sponsoring of professional entertainments—plays, musicals, athletic events.
14. School newspaper sales day—sell special edition of



school paper at school and downtown. Make it a good edition.

15. Popularity or sponsor contests—votes with sale of activity tickets.

16. Old paper day—students bring old papers and magazines from home. Proceeds from sale go to activities fund. Give prize to homeroom or class collecting most paper.

17. Coöperative enterprizes with parent-teacher association or other civic organizations—These groups are interested in the school program. Their coöperation usually can be secured.

18. Water carnivals—very effective in school swimming pools or nearby rivers or lakes.

19. Town cook book—mothers of students furnish proved recipes. Mimeograph or print for sale.

20. Special auditorium programs—each class responsible for a program for which a small student admission fee is charged.

**The Handling of Athletic Funds.**—The most important maxim in handling athletic or any school activity finances is to have a simple, understandable system and then follow it. Nothing can cause more embarrassment or difficulty to a schoolman than inefficiency or carelessness in handling school or athletic funds. In dealings with someone else's money no transaction should be left unrecorded or unexplained. Be definite and brief, but be complete. At all times the entire records showing receipts, disbursements, balances, or deficits should be open to inspection.

*Internal Accounting Records.*—In some school systems board of education accounting divisions handle all financial transactions pertaining to high school athletics. Such a procedure enables school officials to be divorced entirely from keeping records of this type and it centers financial matters in an agency which is expected by the public to have jurisdic-

tion over them. In other schools, however, boards of education do not feel disposed to assume these duties. They think that athletic and other school activity funds should not be handled by them because they are not tax moneys and do not properly come within their scope of duties. Whether or not board of education officials have definitely expressed themselves on this matter, it is significant to observe that, in a great majority of large and small schools, high school activity funds are handled by the schools themselves. They have their own internal accounting systems in most cases. Separate bank accounts are established and funds are disbursed only on order of authorized school executives. In connection with such plans it is an excellent procedure to make regular reports of school activity funds to the finance officer or finance division of the board of education. This is just an additional check on the school's financial system. Likewise, it is highly desirable to ask that board of education auditors annually examine and certify the recorded transactions of the activity fund accounts.

As far as athletic finances are concerned, it seems immaterial whether there is a separate athletic association treasurer in a school, or there is a central internal accounting system in effect, with a general school treasurer. In order that each activity may be considered as a part of the entire school program, it is recommended that the latter plan be followed. A central accounting system for all high school activities presents the following advantages over the scheme of having separate systems for each activity:

1. Responsibility for disbursement of all school funds may be delegated to one individual.
2. It is in harmony with the plan of having all school activities under the general supervision of an all-school committee.
3. It enables the school administrator to have a com-

posite picture of the general condition, financial and otherwise, of all the school activities.

4. It provides the possibility for a much more accurate audit of school activities funds than otherwise might be the case.

5. The purposes for which expenditures are to be made may be more easily checked to ascertain if they are in accordance with authorization.

6. Local banking institutions usually will prefer a single school deposit account rather than separate ones for each school activity fund.

7. By the nature of it, the plan appeals to students and school patrons as being more businesslike.

Schemes in local schools will vary with their plans of general organization and their size. Some of the most successful ones usually have a general faculty treasurer. It is recommended that the treasurer be someone other than the superintendent or principal. He should receive all funds from the proper officer of each activity organization on a regular form prepared for that purpose. (See example of internal account deposit blank used at Mount Clemens [Michigan] High School, Figure 36a.) This blank is made out in duplicate, with the activity officer and general organization treasurer each having a copy. The amount of this deposit is placed to the credit of the appropriate activity. When funds are received in sufficient quantities from several activities, the general organization treasurer may make one deposit in the bank where the school account is kept. When an activity wishes to make a purchase, or pay an account which has been authorized by its officers or the general activities committee, an order for a check is issued. This is presented to the general organization treasurer (see Figure 36b). Upon receipt of this request for money the general school organization treasurer then issues a school

**HIGH SCHOOL BANK**  
Mount Clemens, Michigan

Account  
No. ....

\_\_\_\_\_ 198\_\_

Deposited by \_\_\_\_\_ \$ \_\_\_\_\_  
(Organization)

Receipts of \_\_\_\_\_

\_\_\_\_\_  
Student Treasurer

Date _____ To _____ For _____ Balance \$ _____ Credited \$ _____ Total \$ _____ This order \$ _____ Balance forward \$ _____	<p style="text-align: center;">Mount Clemens High School <b>Organization Request for Money</b></p> <p>To the Faculty Treasurer: Please issue check to _____ for _____ Name of Firm _____ Dollars (\$ _____) to pay these items _____</p> <p>Name of Organization _____ Signed _____ Organization Treasurer</p> <p>No money will be paid for any account without the Principal's signature _____ Faculty Advisor _____ Principal _____</p>
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GENERAL STUDENT FUNDS      Mt. Clemens High School      No. 552      Date \_\_\_\_\_

TO THE  
**Mount Clemens Savings Bank**  
Mount Clemens, Michigan

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

ACCOUNT HANGTAG TO \_\_\_\_\_ DOLLARS  
Mount Clemens High School

By \_\_\_\_\_  
FACULTY TREASURER

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DO NOT SIGN BEFORE DEPOSITING ABOVE CHECK

**REMITTANCE ADVISE      NO RECEIPT DESIRED**

We enclose herewith our check No. 552 for \$ \_\_\_\_\_ in full settlement of the following items. If incorrect please return all papers with explanation.

DATE	DESCRIPTION	AMOUNT	PAID	AMOUNT

Issued by Mount Clemens High School  
Mount Clemens, Michigan

**Fig. 36.—Organization Deposit Slip, Request for Money, and General Student Funds Check. (Mt. Clemens High School, Michigan)**

check which has attached to it Remittance Advice information explaining the items covered by it (see Figure 36c).<sup>6</sup>

Obviously, the general school activities treasurer and his student assistants will do most of the bookkeeping in a centralized system of this type. Funds will be allocated as to the activity organizations of a school. In turn, within each activity there will be allocations, for both receipts and expenditures. The extent of these details will depend upon the number of activities within a school as well as the divisions within each activity.

*Publication of Financial Reports.*—Regular interval statements—monthly, seasonal, term, or semester—should be prepared for submission to each activity and to such other officials as are in keeping with the school policy. To illustrate a maximum policy in this respect, the list of statements below which might be included in a seasonal report for football is advocated by Burmahln<sup>7</sup> of Lynchburg, Virginia. Each of these could be prepared from the fund allocation heading in the bookkeeping procedure. Other sports would be comparable to this example.

1. Seasonal Summary Football Statement of Receipts and Disbursements.
2. Bar Graph Showing Receipts and Disbursements.
3. Detailed Statement of Football Gate Receipts.
4. Detailed Statement of Football Guarantee Income.
5. Detailed Statement of Adhesive Expense.
6. Detailed Statement of Football Equipment Purchased.
7. Detailed Statement of Food Expense for Football Season.
8. Detailed Statement of Goodwill Expense.
9. Detailed Statement of Hotel Expense.

<sup>6</sup>The three forms illustrating accounting procedures at Mount Clemens (Michigan) High School have been used by permission of Principal M. McFarlane. They are illustrative of general forms of this nature used in schools in which a central activities accounting fund system is in operation.

<sup>7</sup>E. F. Burmahln, "Accounting Procedure for High School and College Athletics," *Athletic Journal*, October, 1935, pp. 29-30.

10. Detailed Statement of Laundry Expense.
11. Detailed Statement of Medical Expense.
12. Detailed Statement of Medical Supplies Expense.
13. Detailed Statement of Miscellaneous Expense.
14. Detailed Statement of Officials' Expense.
15. Detailed Statement of Office Supplies Expense.
16. Detailed Statement of Opponents' Guarantee Expense.
17. Detailed Statement of Printing Expense.
18. Detailed Statement of Scouting Expense.
19. Detailed Statement of Sock Expense.
20. Detailed Statement of Telephone Expense.
21. Detailed Statement of Towel Service Expense.
22. Detailed Statement of Transportation Expense.
23. Detailed Statement of X-Ray Expense.
24. Bar Graph Showing Profit or Loss on Each Football Game.
25. Schedule of Football Games (with Scores).
26. Names of Football Players (with Position).

It is advisable to see that records of finances are known to the public, especially if the public is partly responsible for some of the funds by which the athletic program is conducted. In dealing with this subject elsewhere it was suggested that reports of receipts and disbursements for all athletic contests be placed in the hands of the superintendent or principal shortly after each game. Further, it is recommended that the school policy provide that such reports be placed on the school bulletin board, and frequently be published in the school or local newspaper. In this connection, however, be sure that reports of expenses for activities from which there is no income also are listed. These will show some of the expenses for activities which have to be paid out of the income from other sources.

Some schools have regular policies of publication of all financial athletic reports. There is no reason why their status should not be made known. If funds are low, a published report may be a means by which interest can be aroused for replenishment of them. If there is an unreasonably large surplus it undoubtedly is indicative that more ath-

letic or other school activities should be sponsored or that student admission fees should be lowered. There is no point to be gained in maintaining an unnecessarily large athletic or activity fund surplus. Reasonable working and emergency reserve funds are all that are necessary.

As illustrative of a type of complete athletic report, the one published by Iron Mountain (Michigan) High School for the 1937-1938 school year is shown in Table 3. It appeared in the local daily paper (*Iron Mountain News*) and was included in the financial proceedings and transaction notices of the City of Iron Mountain and the Board of Education of the Iron Mountain School District. It is complete and understandable.

TABLE 3

STATEMENT OF RECEIPTS AND DISBURSEMENTS  
IRON MOUNTAIN HIGH SCHOOL ATHLETIC ASSOCIATION  
YEAR ENDED JUNE 30, 1938

Balance on hand, July 1, 1937.....		\$ 91.74
Receipts:		
Football games:		
St. Joseph—Contract.....	\$ 50.00	
Ironwood—Contract.....	50.00	
Stambaugh.....	351.05	
Menominee—Contract.....	100.00	
Escanaba.....	230.75	
Iron River.....	151.60	
Kingsford.....	927.55	
Marinette—Contract.....	50.00	\$1,910.95
Basketball games:		
Kingsford.....	\$187.60	
Stambaugh.....	137.75	
Norway.....	169.50	
Crystal Falls.....	131.75	
Escanaba.....	117.80	
Ironwood.....	81.65	
Menominee.....	69.50	895.55

## Athletic Finances and Budgets

Expense allowance—district and regional tournaments .....	121.50	
Donations—cross country team.....	35.00	
Sale of equipment. ....	10.00	
Miscellaneous. ....	7.68	2,980.68
		<hr/>
Brought forward . . . . .		\$3,072.42

## Disbursements:

Football games:		
Game contracts .....	\$ 70.00	
Officiating. ....	110.50	
Medical expense.....	104.00	
Transportation and hotel expense . . .	246.95	
Equipment. ....	586.56	
Guard and ticket service . . . . .	71.00	
Field rental . . . . .	50.10	
Kingsford High School—One-half of net proceeds of Armistice Day game . . . .	405.45	
Miscellaneous. ....	83.27	\$1,727.83
		<hr/>

Basketball games:		
Game contracts .....	\$100.00	
Officiating. ....	136.00	
Medical expense . . . . .	9.20	
Transportation and hotel expense. . .	287.22	
Equipment . . . . .	241.24	
Guard and ticket service . . . . .	21.00	
Miscellaneous.....	44.97	839.63
		<hr/>

Track:		
Medical expense . . . . .	\$ 12.90	
Transportation and hotel expense.....	134.56	
Equipment.....	142.74	
Miscellaneous . . . . .	20.30	310.50
		<hr/>

Golf and tennis:		
Transportation and hotel expense.. . . .	\$ 21.00	
Miscellaneous.....	1.10	22.10
		<hr/>

Lease on playgrounds.....	1.00	
Miscellaneous.....	31.15	2,932.21
		<hr/>

Balance on hand June 30, 1938.....	\$ 140.21
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## BANK RECONCILEMENT

Balance in First National Bank.....	\$ 74.30
Less, Outstanding checks.....	23.85
	<hr/>
	\$ 50.45
Certificate of Participation—First National Bank. . . . .	89.76
	<hr/>
Balance as above.....	\$ 140.21

Another very effective way in which receipts and disbursements may be shown so that the athletic financial

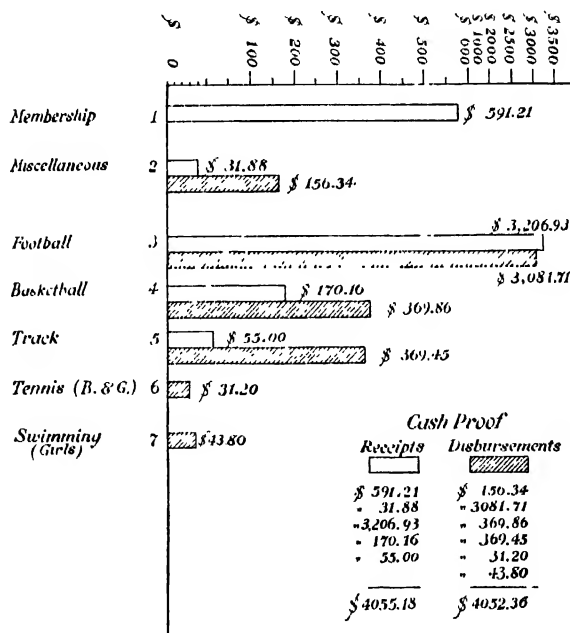


Fig. 37.—Bar Graph of Athletic Receipts and Disbursements. (Glass Senior High School, Lynchburg, Virginia)

picture may be comprehended at a glance, is by means of the bar graph. Graphs of this type may be made projects for advanced members of mechanical drawing classes. A com-

posite graph may be made for receipts and disbursements for all activities. Individual sports graphs may be prepared to show income and expenses for each home game in each sport. Such a plan has been used effectively at Glass Senior

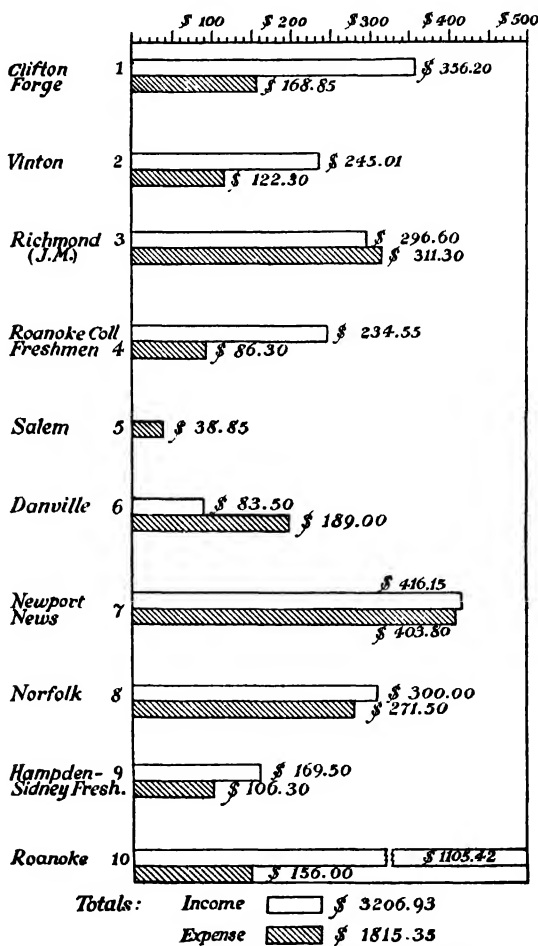


Fig. 38.—Bar Graph of Football Income and Expenses. (Glass Senior High School)

High School, Lynchburg, Virginia, and is illustrated in Figures 37 and 38.<sup>8</sup>

### Athletic Budgets

**Purpose of an Athletic Budget.**—A budget is merely an estimate of probable income and expenditures. Its preparation is of value to those who make it because it necessitates that they anticipate all of the probable factors involved. Thus, constructive planning is necessary. Too many times schoolmen say that their athletic programs are so small that no budget is necessary. In other cases claims sometimes are made that there isn't time to prepare budgets. Usually these are not legitimate excuses. While there may be some question about the amount of income to be realized from athletic contests, there can be no doubt of the absolute minimum necessary to finance an activity or program. This matter should be discussed by all those concerned before the program is established for the year. Then everyone will know the status of the activity or activities with which he is concerned. If insufficient funds are in sight for the minimum essentials of an activity, it is probable that it should not be sponsored.

It is obvious that changes in budget allowances will have to be made in certain instances. Likewise, it is illogical to assume that a budget, once adopted, should be a hard and fast limit to which there must be blind adherence. In general, a budget should not be too specific or detailed. It should allow for flexibility within each activity. In the final analysis, then, an athletic budget simply is an attempt to balance receipts and expenditures, and its adoption should be the result of past experience in both of these matters. If accurate records of income and expenses for one year have been kept, it is a relatively simple matter to establish a

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<sup>8</sup> *Ibid.*

budget for the program for the next year. Williams and Brownell point out some of the factors to be kept in mind in budget making.<sup>9</sup>

In keeping with a principle previously suggested that budgets should be planned by schools, every high school should have an athletic budget representing estimated receipts and expenditures for each event. If correctly organized the athletic council may prepare this budget which is approved by the proper administrative authority. The person in charge of a given activity such as football or track then knows exactly the amount of money he has to spend and conducts his sport accordingly.

It is difficult to suggest a satisfactory method of determining the budget for each athletic activity owing to the range in amount of equipment needed, the varying cost of this equipment, the popularity of the sport and its educational value. These items are never comparable. Football is much more expensive than track, and basket ball costs more than tennis, but expense is not the sole criterion. Intramural athletics usually provide more educational value than interscholastic competition, but the latter affords outcomes that the former can never provide. Under our present system of gate receipts the sport which contributes the largest number of dollars to the athletic fund receives the lion's share of the budget. This is unfortunate because it assumes that money pouring into the athletic coffer is synonymous with the educational value of the activity to the community. It would be just as logical to argue that the person paying the largest tax for the support of education should receive the greatest benefit therefrom.

The athletic budget for one activity has more than the mere sport itself to consider. It must be a balanced budget in the sense that it takes all the activities of the athletic program into consideration and sees that they are properly balanced as far as funds for their operation are concerned.

**Preparation of a Budget.**—No general rule for the preparation of an athletic budget can be formulated which is applicable to schools of all sizes. General estimates of probable receipts from home games may be made from previous records. If there is a student or general organization ticket

<sup>9</sup> J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, pp. 550-551. Philadelphia: W. B. Saunders Co., 1937.

# BUDGET SUMMARY OF ESTIMATED INCOME

School: \_\_\_\_\_ School Year: 19\_\_\_\_-19\_\_\_\_

SPORT	HOME GAMES		AWAY GAMES		TOTAL ESTIMATE
	No.	Receipts	No.	Guarantees	
Baseball.....		\$		\$	\$
Basketball .....					
Football.....					
Hockey... ..					
Swimming.....					
Track. . . . .					
Other.....					
(1) Total estimated receipts.....		\$		\$	\$
(2) Estimated amount to be realized from student or general organization ticket sale..... \$_____					
(3) Total amount, if any, to be received from the board of education for purchase of playing equipment..... \$_____					
(4) Grand total of estimated receipts for present year (Sum of 1, 2, 3).....					\$_____
(5) Grand total of estimated expenditures for present year.....					\$_____
(6) Estimated surplus for year (Difference between 4 and 5).....					\$_____
or					
(7) Estimated deficit for year (Difference between 5 and 4).....					\$_____

Fig. 39.—Suggested Form for Budget Summary of Estimated Income.

sales plan in effect, the probable amount forthcoming from that source may be estimated. Any amount to be received from the local board of education for athletics also may be included and, thus, a probable total of all income may be determined. A suggested form for a composite report of estimated receipts to be used in preparation of an athletic budget appears in Figure 39. It presents a simple method by which this information may be shown.

Estimating details of probable expenditures may involve more time and effort than estimating probable receipts from athletic contests. A school must know what equipment it has on hand, the condition of it, and the amount of new equipment to be purchased. This information may be obtained from the seasonal inventories.<sup>10</sup> Also, such items as general administration; game officials; contract guarantees; expenses for games away from home; equipment repairs; new equipment; training, first aid and medical supplies; awards; incidentals, including pictures, meet and league fees, and the like. (See suggested Budget Summary of Estimated Expenses, Figure 40.) This suggested form will not show all the details necessary under each item; but, if it is completely filled out for the sports sponsored by a school, it will disclose the general budget figures for each activity and the totals.

Obviously one can devise other ways of preparing athletic budgets, with possibly more successful application to individual school problems, than the suggestions mentioned in this discussion. The purpose of the forms shown here is to present relatively general ones from which schools may select the parts that pertain to their situations. In some instances, no doubt, schools will add items to those suggested. As stated previously, it will be necessary to set up divisions under each heading. For example, the item "Cost of New

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<sup>10</sup> See suggested Inventory form on page 211.

Playing and Game Equipment" must be divided into various sports. Each sport then would be subdivided into different equipment items, with the estimated number of each that are needed and the cost price. In such a manner, total estimates may be obtained which would constitute the total as it appears on the budget summary blanks. Too much emphasis cannot be placed on the importance of correct inventories. Also, it is imperative that prices for sports equipment and material to be purchased be exact. These are items of the budget which can be estimated accurately, and the correctness of them makes the budget valuable. Budgets from year to year should be preserved for reference and statistical purposes.

**Survey of Athletic Budgets.**<sup>11</sup>—During the 1937-1938 school year the author conducted a survey of the athletic budgets of schools in fifty cities in six states, including Connecticut, Illinois, Minnesota, New York, Texas, and Michigan. Schools were divided into three classifications: (1) schools with enrollments of less than five hundred students; (2) schools with enrollments of between five hundred and fifteen hundred students; (3) schools with enrollments of over fifteen hundred students.

Questions were asked first concerning general athletic financial plans in effect in each school, and concerning average receipts from athletic contests (Tables 4 and 5, p. 261). This information is significant in indicating the proportion of schools having some student or general organization ticket plan which aids in the support of athletics and other activities. This seems especially true in schools with enrollments of less than fifteen hundred. It also is significant that a majority of the smaller high schools reporting stated that

<sup>11</sup> Based on C. E. Forsythe, "A High School Athletic Budget Survey," *Michigan High School Athletic Association Bulletin*, May, 1938, pp. 232-236.

# BUDGET SUMMARY OF ESTIMATED EXPENSES

School: \_\_\_\_\_ School Year: 19\_\_\_\_-19\_\_\_\_

Sport	Administration: Cost of Bleachers, Guards, Tickets, Field, Printing, Postage, etc.	Cost of Officials for Home Contests	Home Game Contract Guarantees	Away-Game Expenses	Cost of Equipment, Repairs, and Maintenance	Cost of New Playing and Game Equipment	Cost of Training, First-Aid, and Medical Supplies	Cost of Awards	Incidentals: Team Pictures, Meet or League Fees, etc.	Total Estimate for Sport for Year
Baseball										
Basketball										
Boxing										
Cross-Country										
Football										
Golf										
Hockey										
Swimming										
Tennis										
Track										
Wrestling										
Others										
<b>TOTAL ESTIMATE</b>										

Fig. 40.—Suggested Form for Budget Summary of Estimated Expenses.



TABLE 4  
GENERAL FINANCIAL INFORMATION

ITEM	SCHOOL ENROLLMENT		
	Less than 500 (22) <sup>a</sup>	500-1500 (16) <sup>a</sup>	Over 1500 (12) <sup>a</sup>
Schools having student or general organization tickets.....	18	11	
Schools receiving financial aid for athletic programs from boards of education .....	16		
Schools anticipating a "balanced budget" or surplus during current school year .....	14	14	11
Schools anticipating an athletic deficit during the current school year .....	8		1

<sup>a</sup> Number of schools included in survey

they received some aid from boards of education toward financing their athletic programs.

TABLE 5  
AVERAGE SEASON RECEIPTS FROM HIGH SCHOOL  
ATHLETIC CONTESTS

SPORT	SCHOOL ENROLLMENT		
	Less than 500	500-1500	Over 1500
Football.....	\$461.25 (12) <sup>a</sup>	\$1,783.12 (16) <sup>a</sup>	\$3,708.33 (12) <sup>a</sup>
Basketball .....	275.00 (22)	692.81 (16)	900.00 (12)
Track.....	43.50 (2)	33.75 (4)	226.66 (3)
Baseball.....	30.00 (5)	66.00 (5)	137.50 (2)
Swimming.....	.....	.....	63.33 (6)

<sup>a</sup> Number of schools included in survey.

Football, of course, is the sport furnishing the greatest amount of income and, as would be expected, the receipts seem to increase in direct proportion to the size of the school.



Football.....	{ Under 500		111.99	86.44	118.00	47.18	355.97	22.05	36.80	22.00	735.11
	{ 500 to 1500		236.23	154.13	432.64	166.97	616.78	86.25	27.07	81.92	1860.06
	{ Over 1500		553.04	210.08	392.86	252.01	1220.51	146.89	67.87	185.37	2775.49
Golf.....	{ Under 500		10.00	.....	.....	17.50	10.00	.....	.....	.....	27.50
	{ 500 to 1500		10.00	.....	.....	36.33	16.36	.....	4.50	6.25	54.94
	{ Over 1500		40.00	.....	25.00	31.68	25.71	5.00	6.25	27.50	64.00
Swimming.....	{ Under 500		.....	15.00	.....	60.00	25.00	.....	7.50	.....	107.50
	{ 500 to 1500		.....	.....	.....	199.00	32.00	6.00	10.00	3.00	250.00
	{ Over 1500		101.25	35.40	29.00	82.00	67.93	35.00	15.00	28.25	226.64
Tennis.....	{ Under 500		5.00	10.00	.....	12.73	20.33	.....	5.00	.....	34.51
	{ 500 to 1500		.....	.....	.....	42.75	24.25	5.25	7.00	9.81	58.47
	{ Over 1500		12.00	.....	15.00	51.19	33.50	5.00	7.13	15.50	79.35
Track.....	{ Under 500		12.50	5.00	.....	17.93	27.50	7.28	8.10	9.58	53.70
	{ 500 to 1500		17.50	5.00	.....	84.51	75.72	17.38	13.25	18.37	178.00
	{ Over 1500		62.50	26.25	35.00	95.11	158.28	16.38	23.83	40.61	327.41

\* Figures in parentheses indicate number of schools included in survey.

Basketball, track, baseball, and swimming follow in the order named.

Table 6 (p. 262) shows the average of budgets in eight activities submitted by schools in the three enrollment classifications. It will be seen that there are nine divisions under each sport for which estimates of expenditures are given. It is not to be assumed that figures in the table are all-inclusive or necessarily indicative of what budgets in those sports should be. Naturally, this is to be expected when averages are considered rather than median expenditures or those at the upper and lower limits of the schools concerned. This does, however, show general trends and gives a general idea of averages in finances, receipts, and individual sports budgets in schools of various enrollment ranges. During the 1937-1938 school year an investigation of high school athletic expenditures in seventy-eight of the ninety-seven high schools belonging to the Connecticut Interscholastic Athletic Conference was made by John McGrath of East Hartford High School.<sup>12</sup>

The total amount of money spent by the 78 schools which made replies was \$88,181.54. This amount of money was raised in the following manner:

Student Dues	14%
Season Tickets	10
Gate Receipts	47
Miscellaneous Money-making Activities	16
Board of Education	13

This information is significant when compared with that in Tables 4 and 5 (page 261).

**Types of Budgets.**—For the guidance of the athletic director in preparing his budget, examples of various budgets are set forth below.

<sup>12</sup> John E. McGrath, "A Study of Income and Expenditures for Interscholastic Athletics in Connecticut High Schools," Connecticut Interscholastic Athletic Conference *Bulletin*, May, 1938, pp. 99-100.

*A Suggested Medium-Sized School Budget for Four Sports.*—It has been stated previously that general budgets for schools of various sizes are difficult to prepare. There are so many extenuating circumstances in different schools that general estimates applicable to all may become meaningless. As a guide for those that might be classified as medium-sized high schools, Mr. William Healy of Sycamore (Illinois) High School has prepared what he considers a standard budget <sup>13</sup> (see Table 7).

TABLE 7

A STANDARD BUDGET FOR SCHOOLS OF FROM 300 TO 600  
(FOUR SPORTS)

Item	Football	Basketball	Baseball	Track
General equipment <sup>a</sup> . . .	\$525	\$325	\$112	\$86
Trips . . . . .	270	170	77	88
Awards . . . . .	27	25	4	36
Printing . . . . .	32	25	.	...
Maintenance . . . . .	46	...	.	...
Scouting . . . . .	9	.	...	...
Rentals . . . . .	..	121	.	...
Medical . . . . .	83	23	...	...
<b>TOTAL (Grand total, \$2,100) . . . . .</b>	<b>\$992</b>	<b>\$689</b>	<b>\$193</b>	<b>\$210</b>
<b>PER CENT TO EACH SPORT . . . . .</b>	<b>46</b>	<b>35</b>	<b>9</b>	<b>10</b>

<sup>a</sup> Includes, balls, jerseys, pants, pads, socks, shoes, helmets, officials.

*A Complete Large School Athletic Budget.*—In order that a complete athletic budget in all its details may be studied, that which was prepared for the consideration of the athletic board of Ann Arbor (Michigan) High School for the 1938-1939 school year is included (see Table 8). It is indicative of the type of budgets which are the basis for the manage-

<sup>13</sup> William Healy, "Financing An Athletic Program," *Scholastic Coach*, June, 1938, p. 20.

ment and financing of the athletic programs in larger high schools. (Ann Arbor High School has an enrollment of approximately 1100 students.) While such a budget as that presented may seem too detailed for small schools, yet there are suggestions in it which are worthy of their attention.<sup>14</sup>

TABLE 8

ANN ARBOR SENIOR HIGH SCHOOL  
TENTATIVE BUDGET SUGGESTED TO THE ATHLETIC BOARD<sup>15</sup>  
1938-1939

## ESTIMATED RECEIPTS

10¢ a week plan: 750 signers @ \$3 per year = \$2250; 57% of \$2250..	\$1282.50
5 home football games (average, \$350 per game).....	1750.00
2 home football games (average, \$5.00 per game [second team])....	10.00
Football season tickets: 500 @ \$1.50.....	750.00
Football season tickets: 100 @ \$1.....	100.00
7 home basketball games (average, \$60 per game).....	420.00
Track .....	10.00
Swimming.....	15.00
Wrestling.....	7.50
<b>TOTAL ESTIMATED RECEIPTS.....</b>	<b>\$4345.00</b>

## ESTIMATED EXPENSES (RECAPITULATION)

Cross Country.....	\$ 72.25
Football.....	2136.91
Basketball.....	926.27
Swimming.....	211.00
Gymnasium Team.....	15.00
Wrestling.....	90.75
Track	
Indoor.....	72.00
Outdoor.....	130.75
Golf.....	113.60
Intramural Sports.....	250.00
Cheer Leaders.....	27.00

<sup>14</sup> The "Ann Arbor Senior High School Tentative Budget Suggested to the Athletic Board" was proposed under the supervision of L. H. Hollway, Director of Physical Education and Interscholastic Athletics. It is reproduced here with his permission.

<sup>15</sup> This budget is approximately \$340 out of balance because of extremely conservative estimates of receipts from the 10¢ a week plan and the five home football games.

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Five-A League.....	32.00
Omega.....	40.00
Tennis.....	119.25
Baseball.....	447.10

**TOTAL ESTIMATED EXPENSES..... \$4683.88**

## ESTIMATED EXPENSES (ITEMIZED)

### CROSS COUNTRY:

Games:		<i>Home</i>	<i>Away</i>	
Royal Oak .....	Oct. 1		\$10.00	
St. Marys-Lansing.....	Oct. 8			
Jackson.....	Oct. 15		10.00	
Lansing E. or C.....	Oct. 22	\$10.00		
5-A League Meet.....	Oct. 29		15.00	
State Meet-Ypsi.....	Nov. 5		3.00	
Flint-Northern.....	Nov. 12			\$ 48.00
Training supplies.....				8.00
Picture.....				.75
Letter awards.....				4.00
Cleaning.....				3.00
Equipment: 2 pr. shoes				8.50
				<b>\$4.25.</b>

**TOTAL CROSS COUNTRY EXPENSES \$ 72.25**

### FOOTBALL:

Officials: 5 games, 3 officials per game @ \$15.00 .....	225.00
Administration:	
Cost of electricity for night games and practice sessions.....	\$ 75.00
Public address system @ \$7.00 per game, 5 games ..	35.00
Guards, ticket sellers, ticket takers and supervision: \$40.00 per game, 5 games.....	200.00
	<b>310.00</b>

### Games:

1st team		<i>Home</i>	<i>Away</i>	
Wayne.....	Sept. 23	...		
Grosse Pointe.....	Oct. 1		\$ 90.00	
Ypsi. Central.....	Oct. 7	\$100.00		
Lansing Central.....	Oct. 14	...		
Battle Creek.....	Oct. 21	...		
Lansing Eastern.....	Oct. 28		100.00	
Ferndale.....	Nov. 4	125.00		
Jackson.....	Nov. 11		80.00	495.00

### 2nd team

Manchester.....	Sept. 30	...
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## Athletic Finances and Budgets

Dearborn.....		25.00	
Manchester.....	Oct. 28	25.00	
Game Pending.....	20.00		70.00
Officials: 2 games, 2 officials per game @ \$7.50.....			30.00
Scouting of 7 games @ \$7.50 .....		52.50	
Training and first aid supplies.....		75.00	
Letter awards.....		20.00	
Pin awards.....		10.00	
Certificate awards.....		5.00	
Telephone.....		5.00	
Pictures.....		2.00	
Printing of season tickets, student activities tickets and single admission tickets.....		30.00	199.50

## Equipment for 1st and 2nd teams:

30 prs. football pants @ \$5.60.....	\$168.00	
12 game jerseys @ \$9.50.....	114.00	
3 doz. pr. sweat socks @ \$2.40 .....	7.20	
10 prs. football shoes @ \$8.50.....	85.00	
3 doz. practice jerseys @ \$21 per doz. . . . .	63.00	
4 doz. ankle wraps @ \$1 per doz.....	4.00	
25 sets of removable cleats—regular and mud @ 50¢ per set.....	12.50	
1 gross of shoe laces .....	11.16	
4 white footballs @ \$9.25.....	37.00	
1 5-lb. can snow-proof grease @ \$2 .....	2.00	
6 side-line jackets @ \$6.05.....	36.30	
2 doz. prs. footless stockings @ \$21 per doz. . . . .	42.00	
9 prs. shoulder pads @ \$5.95 .....	53.55	
6 prs. hip pads @ \$8.95.....	53.70	
Foam rubber (about 2 sq. ft.).....	6.00	
Cleaning and repairing of football equipment.....	100.00	
Marking and stenciling of football equipment .....	12.00	807.41

TOTAL FOOTBALL EXPENSES..... \$2136.91

## Equipment furnished by Board of Education:

6 footballs @ \$9.25.....	\$ 55.50
8 prs. hip pads @ \$8.95 .....	71.60
8 head gears @ \$6.85.....	54.80
8 shoulder pads @ \$5.95.....	47.60
	<hr/>
	\$229.50

## BASKETBALL:

Officials: 7 games, 2 officials per game (rate \$12.50 within a radius  
of 25 miles; \$15 outside a radius of 25 miles)..... \$ 210.00



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Games:	Home	Away	
Dearborn.....	...		
Alumni.....	..		
St. Thomas.....	.		
Lansing Eastern.....	..		
Jackson.....	.		
Battle Creek.....	...		
Lansing Central.....	..		
Battle Creek.....		\$ 75.00	
Lansing Eastern..		63.50	
Lansing Central..		63.50	
Jackson ..		47.50	
Ypsilanti Central		10.00	259.50

## Equipment:

5 white shirts @ \$1.85	\$ 9.25	
12 sweat shirts @ \$6.50	78.00	
5 purple pants @ \$2.70	13.50	
5 knee pads @ \$2.25	11.25	
5 purple shirts @ \$1.85	9.25	
8 prs. of shoes @ \$3.50	28.00	
2 doz. shoe strings @ 8¢	1.92	
12 practice shirts @ 60¢	7.20	
12 practice pants @ 45¢	5.40	
2 basketballs @ \$12.	24.00	
Cleaning equipment	37.50	225.27
Letter awards		12.00
Training supplies		35.00
Tickets.....		10.00
Telephone		2.00
Pictures.....		1.50
Scouting		20.00
Advertising.		10.00
Bleachers		25.00
Guards and ticket takers.....		116.00
<b>TOTAL BASKETBALL EXPENSES</b>	<b>\$ 926.27</b>	

## Equipment furnished by Board of Education:

6 basketballs @ \$12	\$ 72.00
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## SWIMMING:

### Equipment:

5 suits @ \$4.....	\$ 20.00	
2 diving straps @ \$1	2.00	
2 robes @ \$5.....	10.00	\$ 32.00

## Athletic Finances and Budgets

Meets:	Home	Away
Alumni.....	...	
Pontiac.....	...	
Lansing Eastern.....		30.00
Ypsilanti Central.....	...	
Jackson.....	...	
Ypsilanti Roosevelt .....	...	
Kalamazoo .....		40.00
Lansing Central.....		30.00
Battle Creek.....	...	
Ypsilanti Central.....		2.00
Grosse Pointe.....	...	
5-A League, Away.....	...	
State Meet Here.....		50.00
		152.00
Telephone.....		2.00
Letter awards.....		10.00
Pin awards.....		5.00
Certificate awards .....		3.00
Picture.....		1.00
Training supplies.....		6.00
TOTAL SWIMMING EXPENSES.....		<u>\$ 211.00</u>
Equipment furnished by Board of Education:		
Rental of pool.....		<u>\$125.00</u>
GYMNASIUM TEAM.....		<u>\$ 15.00</u>
WRESTLING:		
4 dual meets .....		\$ 60.00
4 prs. wrestling trunks @ \$4.50.....		18.00
Letter awards.....		4.00
Pin awards.....		2.00
Certificate awards.....		1.00
Training supplies.....		5.00
Picture.....		.75
TOTAL WRESTLING EXPENSES.....		<u>\$ 90.75</u>
TRACK:		
Indoor:	Home	Away
Meets:		
Session Room		
Meet..... Mar. 2 or 3		
Alumni..... Mar. 9 or 10		

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River Rouge....	Mar. 17	...		
Wyandotte.....	Mar. 24		\$ 22.00	
Lansing Eastern	Mar. 31		25.00	
Birmingham....	Apr. 7	...		\$ 47.00

Training supplies .....			7.00	
Equipment:				
6 sweat suits .....		\$ 12.00		
3 track suits.....		6.00	18.00	\$ 72.00

## Outdoor:

Meets:		<i>Home</i>	<i>Away</i>	
Jackson .....	April 28	\$ 1.00		
Pontiac .....	May 6	1.00		
Lansing Central	May 13	Either here or there		
5-A League Meet	May 20		\$ 25.00	
State Meet.....	May 27		20.00	
Wayne.....	June 10		5.00	
Lansing Central (if there).....			25.00	\$77.00

Training supplies .	10.00
Cleaning equipment.....	8.00
Letter awards and certificates....	8.00
Telephone.....	1.00
Picture.....	.75
Shells and gun cleaner.....	2.00
Watch repairs.....	2.00

## Equipment:

4 prs. shoes @ \$4.....	\$ 16.00		
3 sweat suits @ \$2.....	6.00	22.00	130.75

TOTAL TRACK EXPENSES.... \$ 202.75

## GOLF:

4 jerseys @ \$1.50.....	\$ 6.00
Green's fees.....	10.00
4 matches away.....	40.00
State tournament.....	30.00
Letter awards.....	3.00
Pin awards.....	2.00
Certificate awards.....	1.00
3 doz. golf balls @ \$7.20.....	21.60

TOTAL GOLF EXPENSES..... \$ 113.60

## Equipment furnished by Board of Education:

2 doz. golf balls @ \$7.20.....	\$ 14.40
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## INTRAMURAL SPORTS:

Supervision of boys intramural sports program: fall, winter, and spring.....	\$200.00
Supplies for boys and girls intramural program.....	50.00

TOTAL INTRAMURAL EXPENSES.....	\$ 250.00
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## CHEER LEADERS:

4 cheer leader jerseys @ \$4.....	\$ 16.00
2 large megaphones @ \$3.....	6.00
2 small megaphones @ \$1.....	2.00
2 letter awards.....	1.00
2 pin awards.....	1.50
2 certificate awards.....	.50

TOTAL CHEER LEADERS EXPENSES.....	\$ 27.00
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## FIVE-A LEAGUE:

League fee .....	\$ 20.00
2 trips for meetings.....	12.00

TOTAL FIVE-A LEAGUE EXPENSES.....	\$ 32.00
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## OMEGA:

Athletic pictures for Omega.....	\$ 40.00
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## TENNIS:

## Matches:

	<i>Home</i>	<i>Away</i>	
Ypsilanti Roosevelt.....		\$ 1.00	
Lansing Central.....	...		
Adrian.....	...		
University High.....		...	
Battle Creek.....	...		
Ypsilanti Central.....		1.00	
Lansing Eastern.....		20.00	
Ypsilanti Central.....	...		
Jackson.....		15.00	
Plymouth.....	...		
Regional.....	...		
State Meet.....		25.00	\$ 62.00

## Equipment:

4 doz. balls @ \$4.50.....	\$ 18.00
Picture.....	.75
Letter awards.....	8.00

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Pin awards.....	3.00	
Certificate awards.....	2.00	
Telephone.....	2.00	
Training supplies.....	2.00	
9 shirts @ \$2.50.....	21.50	57.25

<b>TOTAL TENNIS EXPENSES</b> .....		<b>\$ 119.25</b>
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Equipment furnished by Board of Education:

2½ doz. balls.....	\$ 11.25
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## BASEBALL:

Officials: 5 games, 1 official per game @ \$7.50 ...		\$ 37.50
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Games:	Home	Away	
Ypsilanti Central.....		\$ 5.00	
Ypsilanti Roosevelt.....		5.00	
Ypsilanti Lincoln.....		5.00	
Clinton.....		15.00	
Battle Creek.....		70.00	
Lansing Central.....		50.00	
Lansing Eastern.....			
Jackson.....			
Clinton.....			
Wayne.....			
Alumni.....			150.00

## Equipment:

5 pants @ \$3.75.....	\$ 18.75	
12 shirts @ \$5.....	60.00	
12 caps @ 75¢.....	9.00	
10 sweat shirts @ \$1.....	10.00	
15 prs. sox @ 70¢.....	10.50	
3 doz. baseballs @ \$14.....	42.00	
2 doz. bats @ \$18.....	36.00	
1 score book.....	.25	
Training supplies.....	10.00	
Picture.....	.75	
Set of bases.....	5.50	
Bat bag.....	5.35	
Letter awards.....	11.00	
Telephone.....	3.00	
Cleaning equipment.....	37.50	259.60

<b>TOTAL BASEBALL EXPENSES</b> .....		<b>\$ 447.10</b>
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Equipment furnished by Board of Education:

2 doz. balls @ \$13.50.....	\$ 27.00
1 doz. bats @ \$18.00.....	18.00
	<b>\$ 45.00</b>

*Annual "Per Sport" Budgets.*—The discussion concerning athletic budgets is being brought to a close with the inclusion of some data prepared by the Department of Health and Physical Education, Detroit Public Schools, regarding the "per sport" and "per individual" costs of four common sports.<sup>16</sup> With the exception of the information concerning cross-country and track (Table 11), cost of personal and general game equipment is calculated on a three-year basis because it is felt that equipment has first-rate utility for that period. The information contained in the Detroit figures will give schools a chance to compare their individual and sport costs with a central system in which athletic equipment is bought for eighteen schools on the basis of competitive bids. (See Tables 9 through 12.)

TABLE 9

## DETROIT ANNUAL BASEBALL BUDGET, SQUAD OF 18

(Estimate computed on a basis of 3-year costs.)

<i>Item</i>	<i>3-Year Cost</i>	<i>Yearly Cost</i>
Personal equipment (per boy):		
Uniform.....	\$13.45	
Sliding pads.....	1.50	
Sweat socks (2 pr.).....	.50	
3-year cost per boy.....	\$15.45	
Annual squad cost ( $\$15.45 \div 3 \times 18$ ).....		\$92.70
Balls: 3 doz. @ \$13.60 .....		40.80
Bats: 2 doz. @ \$21.....		42.00
Team equipment:		
First baseman's mitt.....	\$ 6.30	
Catcher's mitt.....	7.00	
Mask.....	5.60	
Protector.....	6.30	
Shin guards.....	4.75	
Home plate.....	6.00	
Bases.....	6.10	

<sup>16</sup> The material in Tables 9 through 12 was prepared by George Mead, Supervisor of Health Education, In Charge of Interscholastic Athletics, Detroit Public Schools, and is used with his permission.

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Bat bag.....	4.00	
3-year cost.....	<u>\$46.05</u>	
Annual squad cost.....		15.35
Transportation: 10 games at \$2.50.....		25.00
Officials: 10 games @ \$.5.....		50.00
TOTAL FOR SQUAD.....		<b>\$265.85</b>

TABLE 10

## DETROIT ANNUAL BASKETBALL BUDGET, SQUAD OF 12 (Estimate computed on a basis of 3-year costs.)

<i>Item</i>	<i>3-Year Cost</i>	<i>Yearly Cost</i>
Personal equipment (per boy):		
Jersey.....	\$ 2.75	
Pants.....	1.80	
Kneepads.....	1.60	
Stockings.....	1.25	
Sweat pants.....	4.20	
Sweat shirts.....	3.90	
Wool sweat socks (6 pair).....	1.50	
3-year cost per boy.....	<u>\$17.00</u>	
Annual squad cost ( $\$17 \div 3 \times 12$ ).....		\$67.80
Shoes: 12 pairs @ \$2.85.....		34.20
Basketballs: 10 @ \$8.05.....		80.50
Scorebook.....		.50
Timer.....		3.50
Eye guard.....		2.00
Transportation: 10 games at \$10.....		100.00
Officials: 10 games @ \$.5.....		50.00
Bleachers.....		75.00
TOTAL FOR SQUAD.....		<u><b>\$413.50</b></u>

TABLE 11

## DETROIT ANNUAL CROSS-COUNTRY AND TRACK BUDGET, SQUAD OF 50

<i>Item</i>	<i>Breakdown</i>	<i>Squad Cost</i>
Personal equipment (per boy):		
Jersey.....	\$ .75	
Pants.....	.85	

Sweat pants.....	1.00	
Sweat shirt.....	.80	
Sweat socks.....	.25	
Total per boy.....	<b>\$3.65</b>	
Total for squad (50 × \$3.65).....		<b>\$182.50</b>
3-year equipment:	<i>3-year cost</i>	
Shot, indoor.....	\$ 9.00	
Shot, outdoor.....	2.00	
Vaulting pole.....	11.00	
Discus.....	7.00	
Tape.....	3.75	
Stop watch.....	13.50	
3-year cost.....	<b>\$46.25</b>	
Annual squad cost.....		15.00
Yearly equipment:		
Cross bars.....	\$ 1.50	
Hurdles.....	10.00	
High-jump standards.....	5.00	
Pole-vault standards.....	5.00	
Gun (\$10 for 3 years).....	3.50	25.00
Transportation:		
Cross country.....	\$50.00	
Indoor track.....	50.00	
Outdoor track.....	50.00	150.00
TOTAL FOR SQUAD.....		<b>\$372.50</b>

TABLE 12

## DETROIT ANNUAL FOOTBALL BUDGET, SQUAD OF 40

(Estimate computed on a basis of 3-year costs.)

<i>Item</i>	<i>3-Year Cost</i>	<i>Yearly Cost</i>
Personal equipment (per boy):		
Helmet.....	\$ 5.90	
Jersey.....	8.50	
Shoulder pads.....	6.30	
Pants.....	8.50	
Stockings (wool).....	1.15	
Stockings (cotton).....	3.00	
Sweat socks (wool).....	3.00	
3-year cost per boy.....	<b>\$36.35</b>	



## Athletic Finances and Budgets

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Annual squad cost ( $\$36.35 \div 3 \times 40$ ).....	\$480.00
Football: 10 @ \$7.50.....	75.00
Timer (\$4 for 3 years).....	1.35
40 sideline coats (\$5 for 5 years).....	40.00
Pump.....	1.35
40 cotton practice jerseys @ \$1.....	40.00
Transportation: 10 games @ \$15.....	150.00
Officials: 2 per game @ \$5 (7 games).....	70.00
Tackling dummy (\$26.60 for 3 years).....	8.85
Bleachers.....	75.00
Guards for canvas (approximately).....	100.00
<b>TOTAL FOR SQUAD.....</b>	<b>\$1041.55</b>

It is quite probable that these "per sport" budget estimates in baseball, basketball, cross-country and track, and football may vary somewhat from costs paid by average schools. In some instances they will be greater and in others less, dependent, of course, upon the quality of merchandise purchased. It is probable, however, that schools will be able to effect considerable savings if they combine their wants and submit them to competitive bidders. By buying in quantities it is possible to secure better prices.

## CHAPTER XI

# Safety and Sanitation in Athletics

### The Safety Program

Contribution to the health of participants is one of the claims frequently made for athletics. It is pointed out that regularity of habits during training seasons, eating proper foods, and exercise following an adequate training period are all health aids. No denial is intended of these claims. Certainly it is an excellent thing, from a physiological standpoint at least, for high school students to eat, sleep, exercise, and play properly and regularly. Moreover, there is a real educational benefit to the participant in his having had the opportunity to learn the fundamental skills of a new game. In what other manner may a boy better learn the rules of a game, its lessons in coöperation and sportsmanship, and its disciplinary implications than through the high school athletic program? The possibilities of athletics are unlimited in their opportunities to teach good habits—in health or in other ways.

School people, however, in their zeal to teach the game itself, must not be guilty of overlooking some of the common things which pertain to health of participants. Safety in athletics and improved standards in sanitation, as well as health habits, are important. Today as never before there is a health and safety consciousness among school students and adults. The athletic program provides a fine opportunity to emphasize these factors. Safety, probably more

than anything else at the present time, catches the attention of the general public. People are looking for safer ways of doing things and have been spurred on in this desire largely by traffic accidents and fatalities. It behooves schoolmen, therefore, to set up safety programs. Many schools, state-wide organizations, and state departments of education, have definite safety courses of study which are available for the asking. Athletics in any school may be made a phase of this attention which is being given to better and safer living. Be safe, sanitary, and sane in the conduct of athletics, and the program will be improved immeasurably.

**A Safety Program Check List.**—The whole school, rather than isolated parts of it, should be the unit in operation of the safety program. Someone has said that health and safety cannot be taught but that they have to be experienced. Thus, there should be provided numerous opportunities for such experiences. A suggested check on the way a safety program in a school works and its accomplishments was prepared recently by the Department of Public Instruction of Delaware.<sup>1</sup>

Is your safety program "clicking" or does it "bog down" in spots? Can you show tangible results because of your efforts in the promotion of safety education? These and other similar questions may logically be put to you at any time by school officials, parents, and the public. As a reminder and to enable you to promote an efficient and comprehensive safety program, emphasis, where needed, should be placed on any one or all of the following aspects of safety education:

<i>Type of Safety</i>	<i>Methods of Promotion</i>
1. Physical Safety	{ Safety patrols, leaders' corps, safety councils, student monitors, graded play areas, teach guidance, playground supervision, and equipment inspection.

<sup>1</sup> Prepared by Division of Health and Physical Education, Department of Public Instruction, Delaware.

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|------------------|--|
| 2. Moral Safety  | Instructional courses, i.e., home economics, biology and related sciences, hygiene, physical and health education, guidance by Dean of Girls-Boys, home room teachers, and biographies of famous people. |
| 3. Social Safety | { Selection of companions, school socials, dramatics, chaperonage, assemblies, directed interschool contests, teacher-parent-pupil contacts, and modern, attractive, sanitary schools.                   |
| 4. Mental Safety | { Tests and measurements, periodic evaluation, decreasing or increasing assignments, supervised study, grouping (slow, medium, fast), committee work and pupil participation in appealing projects.      |

It will be observed from the Delaware suggestions that safety has a broad construction in the school program and comes in contact with students through numerous agencies. While this discussion deals primarily with activities in athletics, yet within this subject itself there are many teaching and experiencing possibilities. Safety from the athletic standpoint often has the narrow connotation of being that which is free from accident or injury. This is only one of the points to be kept in mind. Safe doing, safe planning, safe thinking—these and many more are safety phases of athletics.

### Athletic Safety Essentials

Much has been written about the inculcation of safety habits in high school students and adults by various methods. In the discussion of such possibilities in athletics, several contributing factors will be considered and an attempt made to show their importance.

**The Well-Trained Coach.**—There are proper and accepted methods for the teaching of all athletic activities. In order that athletics may be taught properly, the teacher

should be one who is well trained and experienced in his field. Frankly, if a school cannot provide a man or woman who is properly trained to teach the sport desired, that sport should not be an activity on its athletic program. It has been stated previously that the best procedure is that of confining the coaching position to men in the physical education field. This seems desirable because, in general, such men will be better trained in fields allied with the physical activity incident to participation in athletics. Thus, they should know more about human anatomy, physiology, fatigue, exercise, body mechanics, and their relation to the sport which they are teaching.

In most cases, the coach should be a man who has had actual experience in playing the game himself. This may sound like an unnecessary statement but quite often members of small school faculties especially have to coach teams in sports in which they have had no experience and with which they are unfamiliar. The point of emphasis about the training of the coach is that as a result of it he may be an important safety agency. The better training a coach has, the greater is the probability that the boys under his care will receive better instruction. Generally speaking, members of better instructed teams receive injuries less frequently than do those who don't understand how to play and protect themselves in the sports in which they participate. Obviously, this is true especially in football and basketball. A school's first contribution to a program of greater safety in athletics is insistence that its teachers in athletics or coaches be well trained in their activities.

**Adequate Players' Equipment.**—The second safety essential in an athletic program is adequate playing equipment for the members of a team. This factor is one of first consideration for football especially. Nearly every one has seen a frail high school boy on some small school football

team with possibly no headgear; insufficient shoulder, hip, and thigh pads; and improper shoes. After each tackle that he made, we wondered if he would ever get up, and when he did once again we were impressed with the remarkable recuperative powers of the youthful human body and its ability to withstand shock. In our largest colleges and universities we do not ask even the most hardy and robust members of football squads to subject themselves to such dangers as confront some of our high school football players. This is not an indictment against high school football. It is an indictment against the elimination of common sense, or safety sense, on the part of some high schools concerning the type of equipment which they furnish the boys on their teams. If improper or insufficient equipment for football must be used, for safety's sake, eliminate football from the program.

In other sports commonly sponsored by high schools, the factor of playing equipment is not so important relatively as it is in football. These, theoretically, are not body-contact games; football is. It is essential that proper shoes be available, furnished by either the school or participant, because many foot, ankle, knee, and leg injuries in all sports are traceable to faulty footwear.

**Proper Playing Facilities.**—Cross-country running and golf are the only commonly sponsored high school athletic activities which do not require smooth surfaces on which to conduct them. In cross-country the path of the course must be smooth for the runners. In golf the fairways should be free from ruts. Football and soccer are supposed to be played on a smooth, grass playing-area. The baseball diamond should be smooth and generally level, outfield as well as infield. Tracks and tennis courts, of course, must be smooth. Under no circumstances should football fields have stones, hard surfaces, or ruts in them. Keep them smooth with a good turf. Obstructions should be well back from

boundary lines. Gymnasium floors should be kept clean, not allowed to become slippery, and playing areas should be free for several feet from dangerous obstructions such as posts, stoves, walls, stairways, bleachers, drinking fountains, tables, and the like. Be safety conscious as far as all playing facilities, both outdoor and indoor, are concerned. It is much easier to prevent an accident in athletics than it is to explain to parents that their son's misfortune was caused by someone's carelessness. All safety and sanitation precautions should be observed just as faithfully during practice sessions as during regular games because, usually, there are between four or five times as many opportunities for accidents during practices as during games.

**Adequate Training.**—Strictly speaking, adequate training is a phase of athletic coaching. Good coaches always have insisted on members of their teams being in good physical condition. The necessity for state association regulations requiring minimum training periods in certain sports<sup>2</sup> apparently came about because poor coaches in some schools were not particular about the training periods of their teams. The normal human body possesses remarkable qualities to withstand unusual demands made of it. Its ability to recuperate from strain is almost unbelievable at times. Athletic competition, however, should not rely or call upon this reserve unnecessarily. Coaches should set up training and conditioning schedules for boys in each sport which will insure that, individually, they will be in proper condition to compete. After all, training is not difficult; it is simply getting into condition to play by means of common-sense living and intelligent hard work. The relation between injury and fatigue is more than an assumption. We know we are less able to perform normal functions when we are tired. It is only logical, then, that injuries are more likely to occur when

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<sup>2</sup> See page 114.

we are fatigued. As a safety measure, therefore, it is essential that boys be in the best possible physical condition and have gone through an adequate training routine before they are allowed to compete in interscholastic athletic contests.

**Sufficient Number of Reserve Players.**—It is difficult to set definite standards as to the number of reserve players necessary for each activity. Individual capacities and abilities of boys vary, as do also the policies of different coaches in the use of reserve players. As mentioned in the previous section, there is a definite relation between fatigue and the possibility of injury. It is apparent, therefore, that there should be sufficient reserves on a squad so that substitutes may be used when necessary from a safety standpoint as well as in consideration of the playing ability of the team. It is reasonable to assume that, in general, there should be at least two members of a team for each position on it. Coaches know that competition between players for team positions makes a better team. That is not the purpose in making this recommendation in this instance. It is made for the good of the boy and further to insure his safety in participation. A great many schools do not attain even this minimum in number of players. When this is the case, grave doubt may be raised as to the advisability of conducting the activity. In football, basketball, and soccer, especially, is this true.

If a boy becomes injured, tired, has been ill, or is not in proper condition to play, he should not be in the game. His physical safety and health are endangered by competition under such circumstances. Be especially careful of boys after serious or prolonged illnesses. Athletic coaches will be raising the standards of the coaching profession and their own reputations, as well as primarily protecting the welfare of the boys entrusted to their care, if they maintain policies of frequent substitutions in athletic contests. It is an old



adage that an athletic team is no stronger than its reserves. It is equally true that the best insurance against too much competition which is likely to result in injuries or harm to a boy is to have a sufficient number of reserves available so that needed or advisable substitutions may be made—and then not hesitating to make them.

That there is a definite relation between injuries and size of squads is borne out in conclusions from a survey made of football injuries in Michigan high schools.<sup>3</sup> Three hundred one schools sponsoring the sport were included in the report, which represented participation in practice and games by 11,703 boys.

Injuries appear to be less frequent as the average size of the squad per school increases. In Class A schools (enrollment over 700) with a squad average membership of 77, 4.9% of the boys received some type of injury. In Class B schools (enrollment 300-700) the average squad membership was 49, and 5% of the squad were reported as being injured. Class C schools (enrollment 100-300) had average squads of 27 boys and the injury percentage was 5.3. In Class D schools (enrollment less than 100) squads averaged 17 and 6.5% of the members were reported as injured during the season.

Of course, these conclusions do not indicate as wide a variation in the percentage of boys injured ( 4.9 to 6.5 per cent) as might be expected from the differences in average sizes of squads in the different classes of schools (77-49-27-17). However, the figures seem to indicate that a relation exists.

**Proper Officiating.**—Great improvement has been made during the last few years in the caliber of officiating in high school athletic contests. State athletic associations have had much to do with this through their rules-interpretation meetings and insistence that games be handled with the protection of the participant uppermost in consideration.

Opinions of coaches vary as to what constitutes good officiating from a strictly rules-interpretation standpoint. Good coaches, however, are usually in agreement when an official handles a game in football or basketball so that the physical welfare of contestants has been protected. Officials must know the game rules, be alert physically and mentally, and through their handling of the contest, keep it under control at all times. The day has gone when officials may consider that they have properly discharged their duties when they have handled a game simply by calling technical violations of the rules. While the play is in progress, the boys actually are under their care, especially in high school games. Good officials realize this, and that is an important reason why they are good officials.

**Equitable Competition.**—A safety precaution of first importance is the policy of providing as nearly equitable competition as is possible in all athletic contests. Specifically, this means that the scheduling of games between large and small teams, generally, is undesirable. This applies especially in football. Schools are inviting criticism if those with large team squads schedule games with others incomparable in size, and vice versa. Especially is this true if injuries occur in such games. Quite often these contests appeal to large schools as "openers." The smaller schools often are interested because of the financial guarantees which they receive. Some high schools also play college and independent teams in football with decidedly unsatisfactory experiences. This criticism is not necessarily true in other sports of noncontact nature. In general, it is a safe and wise procedure for a school to limit its athletic competition to other schools relatively comparable in size to it. At least, it is one more safety precaution to which schools are beginning to give more attention than they did a few years ago and the results will be justified.

**Summary.**—In brief, a school may consider that its general athletic safety policy is consistent with good educational procedure if the following are considered:

1. Employment of a well-trained coach or coaches to have charge of the activities in the athletic program. Preferably, coaches should be members of the physical education staff.

2. Adequate, proper-fitting equipment should be available for all players. If it cannot be provided, the activity should not be sponsored.

3. Playing facilities should meet common-sense standards. Boys should not be expected to play under conditions and with facilities admittedly unsafe or dangerous.

4. Adequate training must be a requisite for all participants. They should not be allowed to participate in games until proper physical condition is attained.

5. Sufficient reserve material is an essential for good teams but it is a greater safety essential. Generally, there should be at least twice as many members on a squad as there are playing positions on the team.

6. Competent officiating is an added means by which athletic contests may be made safer activities. Engage officials who are known to be strict in their enforcement of rules which are for the protection of participants.

7. Fair and equitable competition in all athletics is a safety essential. In general, schools should limit their athletic competition to schools of comparable size. By so doing there is greater assurance that squads are more nearly equal in size, with the result that competition will be better and safer.

### **Safety Suggestions for Various Sports**

**General Safety Suggestions.**—Prior to discussing a few safety suggestions which pertain to sports more commonly

sponsored in American high schools, it is well to consider the individual participant himself. There are many things he may do to further the safety program in any school. In the final analysis much of the success of any safety campaign depends upon his contribution to it. Schools may well keep their student bodies and athletes safety conscious by means of safety posters, safety assemblies, and the like. The following list of personal safety habits, suggested by Lloyd, Deaver, and Eastwood,<sup>4</sup> should be learned by all individuals—students and adults:

1. Never continue playing a game when fatigued.
2. Do not attempt a hazardous new skill unless under the direction of a qualified person.
3. When jumping see that the landing surface is sufficiently soft for the height of the fall and that there are no obstructions or uneven surfaces.
4. Proper personal equipment should be worn for protection at all times.
5. Refuse to play the game if the equipment is improperly erected, the floor or field is slippery, rough or has obstacles which may lead to injury.
6. When participating in an activity always keep in a position away from flying equipment, such as bats, discus, javelin, shot, etc.
7. Never enter the water unless supervisor is present.
8. See that all injuries are given immediate and adequate attention.
9. Never try any stunts beyond your range of ability.
10. Select activities which are within the range of your physical capabilities, i.e., cross-country running with an organic heart condition is dangerous.
11. Avoid partaking in activities in overcrowded space.
12. Never take advice or instruction from an unqualified person.
13. "Warming-up" before participating in strenuous activities is a wise precaution in preventing strains and sprains.
14. Demand a physical examination before entering physical education activities and a recheck before going out for any arduous sport.
15. It is desirable that those participating in sports be protected against the cost of serious injuries.

In the following enumeration of safety suggestions for high

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<sup>4</sup>F. S. Lloyd, G. G. Deaver, and F. R. Eastwood, *Safety in Athletics*, pp. 215-216. Philadelphia: W. B. Saunders Co., 1936.

school sports, it will be assumed that methods dealing with safety in each sport, as far as techniques and skills of the game itself are concerned, have been properly covered by the coach. It is part of the coach's job to instruct his players in proper safety methods in sliding, tackling, pivoting, serving, blocking, falling on the ball, and so on. Physical factors pertaining to personal and playing equipment will be the items of chief consideration in the suggestions offered. In all cases it is recommended that a physician be present at contests, and it is assumed that all participants have passed physical examinations.

**Baseball Safety Suggestions.**—These apply also to other outdoor ball games.

1. Playing areas should be smooth and free from stones and ruts.

2. Spectators should be kept a reasonable distance from playing area.

3. Players' benches and extra equipment should be well away from the base lines.

4. Keep all substitutes seated on benches.

5. Have a first-aid kit on hand and someone who knows how to use it.

6. Be sure that catcher's protective equipment is adequate.

7. Proper sliding pads should be provided for all players.

8. Immediate attention should be given to all injuries and infections.

9. Practice sessions should be well supervised.

10. Be sure of proper conditioning of all players.

**Basketball Safety Suggestions.**—Many of these suggestions will apply to volleyball, badminton, indoor tennis, and other gymnasium activities.

1. Be sure of proper conditioning of all players.
2. Practice sessions should be well supervised and of not too great length.
3. Have a smooth, clean, but not slippery, floor.
4. Posts, players' benches, scoring tables, bleachers, and the like should be removed as far as possible from playing areas.
5. Give immediate attention to all injuries and infections.
6. Keep all substitutes seated on benches.
7. Have ample space at end of court between end line and bleachers or wall.
8. Have first-aid kit on hand at all games and practice sessions.
9. Allow no injured players to participate in practice or games.
10. Check on proper equipment, especially shoes.
11. Keep players warm prior to participation.
12. Make frequent substitutions and instruct teams to take allowed rest periods.

**Cross-Country and Track Safety Suggestions.**—These are applicable also to other running activities.

1. Proper conditioning in cross country and track is by far the most important safety consideration.
2. Be sure that contestants are thoroughly warmed up before entering their events.
3. Limit competition of each individual, as to number and type of events, in accordance with recommendations of best authorities on the subject.
4. Have a first-aid kit on hand at practice sessions and meets.
5. Keep spectators away from track and field events, both at practice sessions and at meets.

6. Be sure that vaulting and jumping pits are so constructed that they provide a soft landing place for vaulters and jumpers. Keep them spaded constantly.

7. Remember that the discus, javelin, and shot may cause serious injury to noncontestants and other spectators. Keep discus and javelin areas roped off and allow no one in them. (Several state high school athletic associations have eliminated the discus or javelin events, or both, from their lists of field activities largely because of danger in conducting them.)

8. Give immediate attention to all injuries and infections.

**Football Safety Suggestions.**—The majority of these suggestions are applicable also to soccer and touch football.

1. Use slacked lime or other noninjurious substance for field marking.

2. Insist on proper fitting equipment, especially pads, helmets, and shoes.

3. Keep field in good condition—sodded, level, and free from stones.

4. Be sure that substitutes are warmed up before they enter games.

5. Keep substitutes seated on benches.

6. Keep chairs, substitutes' benches, extra equipment, and band instruments a safe distance (5 to 10 yards) from side and end lines.

7. Place yard-line markers a safe distance from side lines.

8. Use flexible staff goal line flags.

9. Provide sweaters or jackets for substitutes.

10. Require that helmets be worn during all scrimmages and games.

11. Team members should be thoroughly warmed up before the start of each half.

12. Keep spectators off the field during practice sessions.

13. Immediate attention should be given to all injuries and infections.

14. Conduct well-organized and well-supervised practice sessions.

15. Don't allow an injured boy to practice or play until permission is received from the physician in charge of his case.

16. Remove fatigued and injured players from games.

17. Instruct players to report injuries at once.

18. Check weights of squad members daily if possible.

19. Use tackling dummy instead of "live bait" in tackling practice as much as possible. Be sure that the mechanical release works properly.

The regulations of the Football Committee of the Pittsburgh Public Schools, in part, are offered herewith as excellent safety guides for the start of football season in the fall:<sup>5</sup>

1. No work of a hazardous nature shall be permitted any individual until he is in *proper condition*; and then only when wearing all the necessary safety equipment.

2. No rolling blocking, or blocking in the open, shall be permitted until *after* the *third* day of practice.

3. No tackling, either live or dummy, shall be permitted until *after* the *fifth* day of practice. If tackling "under punts" is given at all, it shall be permitted only once a week and then only under the coach's personal direction.

4. No scrimmage shall be permitted until *after* the *sixth* day of practice.

5. No "falling on the ball" shall be permitted until *after* the *second* week of practice.

6. Sufficient "warming-up" exercises shall precede each day's practice, and all boys shall be *kept* "warmed-up" by a continuous and varied

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<sup>5</sup> Dr. Harry B. Burns and C. Lawrence Walsh, "Reducing the Number and Severity of Football Injuries," *Athletic Journal*, October,



program during the entire period. A short, snappy practice is more beneficial and interesting than a long "hit or miss" session.

7. The scrimmaging, tackling and similar fundamentals shall be given before the "tired" or exhaustion point is reached.

8. Strict compliance with the training program (sleep, diet, rest) is absolutely essential.

9. Boys shall be encouraged to keep in good condition all summer, but discouraged from heavy work which will use up the energy they need for normal growth.

**Swimming Safety Suggestions.**—These apply to class as well as competitive swimming.

1. Have adequate supervision at all times.

2. Proper conditioning for speed and distance swimmers is most essential.

3. Limit entries of contestants to the minimum number of events recommended by the best authorities in the field.

4. Give proper attention to diet.

5. Do not allow swimmers to swim alone.

6. An hour to two hours should elapse between eating and swimming times.

7. Surfaces at sides and ends of pool should not be slippery.

8. Life preservers or "fish poles" should be available at all pools.

9. Bacteria counts in pools should be frequent and accurate.

**Indiana's Safety Suggestions.**—It does not seem feasible to list additional sports activities with possible safety suggestions. Tennis and golf, generally, are not considered hazardous games. Comparatively few schools sponsor hockey as an interscholastic activity. In conclusion, there are listed below some general suggestions for the prevention of athletic injuries from the Indiana High School Athletic Association:<sup>6</sup>

"Athletic Injuries," Indiana High School Athletic Association *Bulletin*, September,

1. Thorough examinations of all candidates for athletics by regularly licensed and reputable physicians prior to practice periods in any sport.

2. Periodic examinations of all athletes following sickness, operations, lack of vitality, etc.

3. Elimination of all students from participation in any sport when in doubt regarding the physical fitness of the students for the sport.

4. Parental consent for all students prior to practices and games in any sport.

5. Proper and adequate equipment of the right quality for participants in all practices and games.

6. Proper training of sufficient duration prior to participation in games and strenuous practices.

7. Careful attention to the condition of play fields, tracks, gymnasiums, courts and pools, together with their equipment, facilities and accommodations.

8. Good officiating in practices and games. The rules should be observed but if not they should be enforced rigidly at all times. Good officiating is not merely fair, it is efficient.

9. Insistence on fair competition. Schools often go out of their class to compete. Often the matured, the skilled, the trained, the hardened, the experienced, the well-coached boy or team is placed in competition with the boy or team having few if any of these advantages.

10. Removal of players from participation in practices and games when fatigued or injured. Some excellent coaches request the game officials to inform them when their players should be removed from the game on account of injuries or fatigue.

11. First aid service at all times. Minor injuries—cuts, bruises, infections, blisters, abrasions, boils, etc., should be given early and careful attention. Minor injuries can quickly become major ones.

12. Medical attendance at games and scrimmages. Someone has said that a limping football player has no business in the game. The physician should be able to speak with authority and his recommendation should be followed.

13. Coaching of the highest type. This does not mean "goody" or "softy" coaching but it means good coaching, rigid coaching, competent coaching. Mollicoddling is not recommended.

14. Relative sizes of squads. Numbers are not all-important but the football coach who uses 22 players, equal man to man with the 11 players of the opponent team, has a distinct advantage in many ways and in all probability will reach home with fewer injuries. The length of time in a game per player has a bearing on injuries, in all probability.

15. Warm-up periods prior to scrimmage or game entrance. A few bendings are not sufficient along this line.

16. Attention to weather conditions.

17. Proper conditioning of players. This point concerns the mental as well as the physical condition of the player and the morale condition of the whole team.

This list may look long and forbidding but injuries in athletic games are too numerous and too severe. The whole situation can be changed for the better and attention to the points given will effect desirable changes. If we cannot afford to protect—we cannot afford to play.

## Safety in Transportation

The subject of transportation has been discussed quite at length in Chapter VII.<sup>7</sup> It seems advisable to consider it again, however, as an item to receive safety attention. Common carriers or school busses are recommended. In themselves they are lessons in safety because of the unusual safety precautions of practically all drivers of such vehicles. Members of athletic teams should be cautioned regarding adherence to safety regulations and common courtesies while on the streets of cities or towns in which away games are played. Definite discipline rules, likewise, should be in effect while enroute to and from schools for games.

A problem of considerable importance is that of impressing students with the need for following safety rules in traveling to and from practice sessions. Of course, this is not a problem when practice and playing fields are adjacent to the school, but in many instances this is not the case. If students travel from the school to the practice field in private cars, insist that the number of passengers carried is not in excess of the intended capacity of the car. For violation of this regulation, suspend the offenders from the squad for a definite period. Allow no fast driving or racing from the school to the practice field, a violation to be punishable by the same penalty as above. Emphasize these regulations and enforce them if possible by an honor code. Insist that

<sup>7</sup> See section on "Transportation," Chapter VII, page 189.

street parking be in accordance with city traffic regulations. Park cars in the practice field enclosure if possible. The ideal arrangement where a transportation problem of this kind exists is to use a common carrier to and from the school and field before and after practice sessions. Many schools follow such a procedure. Insistence on following the best recognized safety traffic regulations in athletics is just another means of emphasizing safety throughout the entire school safety program.

### The Sanitation Program

It was previously stated in this chapter that one of the purposes of interscholastic athletics is to develop health habits in participants. Lessons in sanitation also are important and certainly may become health habits. Ordinarily the athletes of a school are the finest of physical specimens. They come to coaches with almost perfect physiques. We must be sure that, when they have finished their high school athletic competition, they still are physically fine young men. They should have learned how to play; how to coöperate; how to "give and take"; what it is to be a good sportsman; and, above all, more about how to live and take care of themselves. It is folly to think that an athlete will develop habits of health if they are not practiced by the athletic team squad and those in charge of it. When rules of sanitation and safety are disregarded, some of the most valuable "carry-over" lessons of athletics are lost.

**Experiences in Sanitation.**—Probably all of us have shuddered at some of the things we have seen at athletic contests which flaunted all the common-sense rules of health and sanitation. What about the common towel that all the members of the team used to wipe perspiration from their faces? Have we not seen the single lemon that all the boys used, supposedly to quench their thirst. Surely we will re-

member how the towel went sliding across the floor and then wiped everyone's face and neck. Then there was the common water bucket with its dipper or sponge which everybody used. Often, after the game was over, several boys used the same towel following the shower. Sometimes this towel was not laundered for several weeks. On occasions it was necessary (we thought) to exchange between team members items of personal playing equipment, such as socks, shirts, jerseys, and helmets, without sterilizing them, not to mention washing them.

There were times when cuts, infections, sprains, and bruises were "laughed-off" and not reported because it was thought that an athlete should be able to "take it." All these practices, and probably many more, could be cited. But suffice it to say that we do not want these to remain in the experiences of participants as some of the things they learned in high school athletics. They should remember that at times, the coach, director, or trainer seemed over-scrupulous in his enforcement of safety, sanitary, and cleanliness regulations; that the physical welfare of the boys on the team meant more to him and to the school than did all of the possible victories during a season.

Of course, no one willfully intends to be negligent in matters of sanitation in athletics. It just happens and sometimes a check-up is needed in order that stock of one's self may be taken.

**A Sanitation Self-Analysis.**—Recently a self-evaluating check on practical sanitation in high school athletics, part of which is listed herewith, was prepared by C. O. Jackson of the University of Illinois.<sup>8</sup> How would your school stand?

1. Are medical examinations for varsity athletes required seasonally? . . . . . After illness? . . .

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<sup>8</sup>C. O. Jackson, "Practical Sanitation in High School Athletics," Illinois High School Athletic Association *Bulletin*, December, 1936, pp. 50-51.

2. Do varsity athletes receive some protective, or nutritive food, such as cod-liver oil, orange juice, hot chocolate, or milk after each practice? . . . . .

3. Is a sanitary type of floor finish used in your gymnasium?

4. Is it cleaned daily? . . . . . By accepted sanitary standards? . . . . .

5. Are locker and shower rooms cleaned and disinfected daily?

6. Are toilets and urinals cleaned and disinfected daily?

7. Do you provide sanitary drinking facilities in your gymnasium?

8. Do you furnish personal athletic equipment (socks, supporters, jerseys)? . . . . . Are these cleaned adequately each week? . . . . .

9. Do you clean gym mats frequently, using approved sanitary methods? . . . . . Are flannel mat covers cleaned frequently?

10. Do you furnish clean towels daily for your athletes?  
Are these laundered by accepted sanitary standards?

Can you conscientiously and whole-heartedly answer "Yes" to every question? Now, can you give a loud and emphatic "No" to the next two?

1. Do you approve of such practices as:

(a) Exchanging personal equipment (sweat clothing, practice jerseys, socks, supporters, or helmets)?

(b) Sharing a common water bottle, sponge, or towel?

(c) Sucking a common lemon or orange?

(d) Spitting on the floor or behind wall pads?

2. Has any epidemic of boils, colds, sore throat, or athlete's foot occurred among your teams during the past two years? . . . . .

If you were able to answer all the questions as suggested, you are to be congratulated for giving the students of your school a real opportunity to participate in sports under clean and healthful conditions. If you have skipped certain items because they worried you, or because you couldn't answer them honestly, perhaps the time has come to study your entire athletic set-up and policies. Certainly any "BILL OF RIGHTS" in athletics should include first of all, definite attention to the health and safety of participants, and secondly, just as close attention to their surroundings, and their equipment.

It is said that "confession is good for the soul." If a school's athletic policy does not require practically all the approved practices advocated in the first set of questions

prepared by Jackson, there is something wrong with it. If so, straighten it out; and, at the latest, the next season should be the time for starting things anew.

**Sanitation Suggestions.**—In addition to physical examinations which it is assumed that all students have had prior to athletic competition, there are numerous other health and sanitation regulations that are imperative. The safety suggestions recommended for various sports<sup>9</sup> in many respects also dealt with health and sanitation. Primarily, however, they were offered as ways of avoiding excessive accident incidence in athletics. Included herewith are several common axioms for health and sanitation as they apply to the average high school athletic program:<sup>10</sup>

1. Insist on proper fitting equipment. It lessens the chance of infection by irritation from loose or tight apparel.

2. Sterilize personal equipment prior to any interchange between players.

3. Provide sanitary drinking facilities. Use individual, half-pint pop or milk bottles or paper cups on field; fountain in gymnasium.

4. Always have a first-aid kit on hand.

5. Keep personal equipment aired and dry between practice sessions.

6. Be sure players are cooled off and have thoroughly dried themselves before leaving locker rooms.

7. Inspect shoes regularly for nails and breaks which might cause infection.

8. Inspect showers frequently and keep them adjusted so that the possibilities of scalding and hot water burns are reduced to a minimum.

9. Insist on one towel being used by only one boy.
10. Permit no exchange between players of personal equipment without coach's permission, penalty to be dismissal from squad.
11. Provide proper facilities in gymnasium for expectorating.
12. Insist on a warm shower being followed by a cold one.
13. Provide or insist upon clean, dry towels every day.
14. Keep players off wet ground between halves of football or soccer games.
15. Provide side-line sweaters or jackets for substitutes.
16. Inspect players regularly for infections or injuries.
17. Insist that injuries, no matter how slight, be reported immediately after they are received.
18. Clean lockers, showers, and toilets frequently and scientifically.
19. Be sure that taping and bandaging are done correctly.
20. Don't allow ill or injured players to participate in practice or games.
21. Check weights of squad members daily.
22. Provide a separate towel for each team member for use at time-outs or between halves of contests. Hand it to him or provide a sanitary receptacle for it. Don't allow it to touch the floor.
23. Launder uniforms and sweat clothes frequently.
24. Provide foot baths or other accepted treatment for the prevention of athlete's foot.
25. Allow no "common lemon or oranges" for team use.
26. Keep gymnasium floors scientifically clean.

### Medical Supervision of Athletics

**Methods in Effect.**—Nothing should be construed from any of the suggestions already mentioned that they are to take the place of adequate medical supervision of athletics.



There are hazards in virtually everything we do. Competition in athletics, of course, is not an exception. The advantage that athletics offer is the ability to make some preparation for them before they occur. It should be a rule of first importance that arrangements for medical attention be available for all athletic competition; that is, provision at least should be made for first-aid or emergency treatment in case of accident. Policies of schools vary in this particular. Boards of education in some states employ school physicians who are assigned to athletic teams. In certain instances school nurses also are available. In some schools the athletic association or athletic department of the high school employs a physician who takes care of all physical examinations of athletes and injuries. The school athletic association usually pays the physician a flat fee for his work plus the cost of medical supplies and hospitalization in such an arrangement. Other school systems accept no responsibility for any injuries in accordance with the theory that the physician of the student's family should take complete care of his case. This does not mean that first-aid and emergency treatment would not be given an injured boy at the direction of the school athletic authorities. Such professional services would be at the expense of the student's family, however.

Still another arrangement is that whereby the physician is a volunteer as far as his services are concerned. This plan is the most common. Probably arrangements are not complete in many cases and are not ideal, but they exist because school athletic departments don't have the money to employ physicians at regular fees. Many state courts have decreed that public tax money raised for educational purposes may not be spent to defray cost of athletic or other school activity injuries. In hundreds of high schools throughout the nation public-spirited and interested physicians have given freely of their time and services in order that there might be at least

a minimum of medical supervision of athletic programs. Without discounting the well-intentioned and much-appreciated philanthropies of such physicians, it might be pointed out that their services do provide them opportunities for contacts which would be impossible for them to make in any other way. High school students are members of families, all of whom need medical attention. In a few years after their high school graduation a majority of the boys on athletic teams will marry and have families of their own. Experiences of physicians indicate that many of these boys later employ them as their family physicians. It may be considered as a long-time type of professional advertising. Plans are in effect in some states whereby an athletic accident plan or injury insurance<sup>11</sup> is provided for athletes. Fees received from such a plan are used to defray the cost of care of injuries.

**Place of Coach and Trainer.**—Neither of these individuals should consider themselves “doctors.” Without exception, diagnosis and medical treatment should be referred to a competent physician. First-aid treatments should be exactly what the name implies and nothing more. The so-called trainer in many high schools often is a student manager or an ex-athlete. As such, his functions should be those in keeping with his experience. The coach, who should have had training in first-aid work, should direct any bandaging, taping, or emergency treatments administered to team members. The word of the physician in charge of an injured player, not the judgment of the coach as to how badly he thinks he needs the player for a certain game, should be the absolute and final decision in determining when a player may compete. The use of faculty trainers is advocated.

<sup>11</sup> See pages 303-314 for complete discussion of athletic injury benefit and injury insurance plans.

### Athletic Injury Insurance

**General Consideration.**—There are differences of opinion among various state athletic associations as to the advisability of state-wide plans for athletic injury expense coverage. Local schools in some states apparently are not interested because of the existence of plans for handling injuries in their own cases which are satisfactory to them. This seems to be true especially in the larger schools. Some state athletic associations feel that, as athletic associations, they should not get into the insurance business and that their energies and funds should be directed toward prevention of athletic injuries rather than paying for them after they occur. Some schools hesitate to place themselves in the position of appearing to assume responsibility for injuries which occur to high school students who, voluntarily, are participating in an athletic activity. In many other cases state associations and schools have not been in a financial position to guarantee athletic injury payments.

On the other hand, nearly half of the states belonging to the National Federation of State High School Athletic Associations have some form of athletic accident benefit or protection plans in effect. Some states, while not having plans of their own, have made data available to their member schools concerning reliable commercial insurance companies that are interested in offering athletic injury coverage. Other states have waged campaigns for greater protection and safety in conducting the athletic program. State associations which have benefit or protection plans in effect point to the fact that they are for the actual benefit of the injured player and are not theoretical matters. They, too, feel that safety campaigns should be waged, but that their first responsibility is to the boy who has been injured in a game conducted under their jurisdiction.

**Athletic Injury Data.**—Regardless of personal or professional opinions regarding athletic insurance plans, their administration has been a valuable method by which data on athletic injuries has been obtained. It was pretty much guesswork prior to 1930 when the Wisconsin Interscholastic Athletic Association inaugurated the first state-wide scheme of athletic injury coverage for high school players. The data collected by Wisconsin, followed closely by New York and scattered information in other states, present valuable statistics for study. Classifications of injuries now have been made which should aid materially, either in the construction of equipment or in changes in playing rules which will make games safer.

The data, also may be a basis for serious consideration as to the advisability of sponsoring some of the present high school athletic activities because of their high incidence of injuries. Football, of course, is the most hazardous interscholastic sport. It is bound to be because of the nature of the game. During the 1937 football season in Wisconsin, injury claims were paid in 717 cases.<sup>12</sup> New York paid claims on 462 injuries incurred during the 1937 season.<sup>13</sup> Wisconsin's injury payments in basketball numbered 366 for 1937-38,<sup>14</sup> while the basketball season for the same year in New York accounted for 74 injury payments.<sup>15</sup> Differences in figures are explainable chiefly because of differences in schedules of payment. Wisconsin also reported payment on athletic injuries in physical education in 39 instances and in other sports in a total of 108 cases.<sup>16</sup> Injuries during the 1937-1938 school year in Wisconsin were classified as follows:<sup>17</sup>

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Both bones of either leg broken between ankle and knee . . . .	5
Both bones of either arm broken between wrist and elbow . . . .	17
Either arm broken above the elbow . . . . .	18
Either bone of either leg broken between ankle and knee . . . .	49
Either bone of either arm broken between wrist and elbow . . . .	53
Broken Collar Bone . . . . .	70
Broken Jaw . . . . .	4
Broken Nose . . . . .	123
Dental Injuries . . . . .	506
Broken Bone in Hand . . . . .	93
Broken Bone in Foot . . . . .	31
Broken Shoulder . . . . .	4
Broken Hip . . . . .	3
Broken Cheek Bone . . . . .	3
Broken Knee Cap . . . . .	2
Cerebral Hemorrhage . . . . .	7
Fractured Vertebra . . . . .	4
Fractured Ribs . . . . .	56
Dislocated Knee . . . . .	10
Dislocated Shoulder . . . . .	13
Dislocated Ankle . . . . .	2
Dislocated Elbow . . . . .	9
Dislocated Wrist . . . . .	3
X-Ray Examinations . . . . .	78
Non-Scheduled Injuries . . . . .	156
<b>TOTAL NUMBER OF INJURIES</b> . . . . .	<b>1319</b>

### FOOTBALL PAYMENTS, 1937 (NEW YORK)

Arm Injuries . . . . .	17
Collar Bone Injuries . . . . .	26
Contusions . . . . .	48
Hand and Finger Injuries . . . . .	37
Head Injuries . . . . .	23
Leg Injuries . . . . .	49
Nose Injuries . . . . .	34
Punctures . . . . .	23
Rib Injuries . . . . .	10
Sprains . . . . .	127

\* See footnote 13.

Teeth Injuries . . . . .	55
Miscellaneous Injuries . . . . .	33

## BASKETBALL PAYMENTS, 1937-38 (NEW YORK)

Arm Injuries . . . . .	7
Collar Bones, Broken . . . . .	1
Hand Injuries . . . . .	6
Head Injuries . . . . .	5
Leg Injuries . . . . .	15
Noses, Broken . . . . .	2
Shoulder Injuries . . . . .	7
Sprains . . . . .	16
Teeth Injuries . . . . .	10
Miscellaneous Injuries . . . . .	5

While the figures included in the Wisconsin and New York reports may appear to be staggering, it must be kept in mind that they represent a comparatively small percentage of injuries for the total number of boys participating in the sports. Between twenty-five and thirty thousand boys were included in the total coverage of these two states. Thus, strictly from a percentage standpoint, the proportion of injuries to number of players is not alarmingly large.

**Essentials of the Wisconsin Athletic Accident Benefit Plan.**—Wisconsin's plan of benefits for athletic injuries is presented in part because it was the first in the field and has been the general pattern for those in effect in other states<sup>19</sup> and for most commercial companies offering this type of coverage. The plan sets up a definite schedule of payments for specified injuries. It has been in effect for eight years and has the following schedules of dues and benefits:<sup>20</sup>

## WISCONSIN ATHLETIC ACCIDENT BENEFIT PLAN FOR 1938-39

## I. Dues. The dues for 1938-1939 will be as follows:

Class A—Schools of more than 1,000 . . . . .	\$50.00
Class B—Schools of from 600 to 1,000 . . . . .	40.00
Class C—Schools of from 250 to 600 . . . . .	20.00

<sup>19</sup> See pages 35 and 304.

<sup>20</sup> "Athletic Accident Benefit Plan for 1938-39," Wisconsin Interscholastic Athletic Association *Bulletin*, April, 1938, pp. 11-12.

Class D—Schools of from 100 to 250 .....	15.00
Class E—Schools of less than 100 .....	7.50

## II. The 1938-39 Schedule of Benefits:

Entire sight of one eye if irrevocably lost	\$200.00
Fractured pelvis	80.00
Both bones of either leg fractured between ankle and knee	75.00
Both bones of either arm fractured between wrist and elbow	60.00
Cerebral hemorrhage	50.00
Either leg fractured above the knee and in cast	50.00
Either arm fractured above the elbow	40.00
Fractured vertebra	40.00
Either bone of either leg fractured between ankle and knee	30.00
Either bone of either arm fractured between wrist and elbow	25.00
Fractured collar bone	20.00
Fractured scapula	20.00
Fractured cheek bone	20.00
Fractured knee cap	20.00
Fractured jaw	20.00
Fractured nose	10.00
Fractured bone in hand—radiograph required	10.00
Fractured bone in hand—no radiograph	7.50
Fractured bone in foot—radiograph required	10.00
Fractured bone in foot—no radiograph	7.50
Fractured ribs—two or more	10.00
(One rib only—\$5.00)	
Complete dislocation of joints, if injury keeps participant out of competition for a period of at least 15 days	
Knee	15.00
Shoulder	12.50
Ankle	10.00
Arm—elbow or wrist	7.50
X-ray examination to determine fracture	5.00
(This will only be allowed in cases where request for fracture is filed and X-ray is negative to fracture.)	

## III. Medical Regulations

1. Benefits on green stick fractures will be limited to half the amount listed on the Schedule.
2. A radiograph may be required on all injuries scheduled at \$20.00 or more. If a radiograph is requested on other scheduled injuries, an allowance of \$2.00 for each picture will be made in addition to the scheduled benefit.
3. The amount actually allowed will not exceed the itemized state-

ment filed by the physician which must accompany every request for benefit. The listed amount is the maximum in each case.

#### IV. Dental Schedule

One chipped tooth.....	\$ 2.00
Broken facing .....	3.00
Replacing knocked out filling .....	3.00
One broken tooth .....	10.00
Loss of one tooth .....	10.00
Maximum fee for one dental injury .....	25.00
Ordinary small fillings .....	2.00

#### V. Dental Regulations

1. If dental radiographs are requested, an allowance of \$2.00 will be made in addition to the scheduled benefit.

2. In the event an injured tooth is so badly damaged that it is lost because of an injury, a maximum benefit of \$20.00 will be allowed upon approval by the Dental Advisor.

3. In dental injuries where the Dental Advisor of the W.I.A.A. states that a less expensive type of filling would have been practical and would have given good service, adjustment will be made accordingly.

4. The amount actually allowed will not exceed the itemized statement filed by the dentist which must accompany every request for benefit. The listed amount is the maximum in each case.

5. Dental work must be completed before an adjustment will be made.

6. No payments will be made for dental injuries unless the required dental card was filed with the Secretary.

7. Dental benefits will not be paid for teeth reported as defective on examination unless corrected and so certified before date of injury.

#### VI. Transportation Schedule

Transportation injuries are being covered for the first time for 1938-39. The request for this benefit has come from schoolmen all over the State. While the schedule is not extensive, it does promise to be comprehensive. The cost of coverage is so reasonable that every student, at the time of registration, should include this benefit. No estimate can be made as to number and extent of injuries. No figures are available to even indicate a possible cost. The charge of 10¢ per boy for the year is one which may require revision after experience.

Principal Sum .....	\$300.00
Maximum Hospital Benefit .....	100.00
Maximum Medical Care .....	60.00
Maximum Dental Care .....	30.00



## VII. Transportation Regulations

1. The benefit will be paid provided the trip on which injury occurs was to or from a regularly scheduled event and under conditions and in a conveyance approved by the principal and under supervision of the school. The benefit will be paid even though the injury is compensated for through coverage supplied by regularly licensed, bonded carriers, or otherwise insured carriers.

2. The Principal Sum shall constitute the maximum benefit in any individual case.

3. The maximum benefit for any one accident shall be \$1,500. Individual benefits will be pro-rated in this case.

4. All rules applying to the Athletic Accident Benefit Plan apply also to participation in the Transportation Schedule.

Wisconsin added two new types of coverage for 1938-1939, namely, transportation benefits and benefits for seventh and eighth graders. In addition to the school dues there is a registration fee of fifty cents per boy for football and twenty-five cents per boy for all sports except football. Transportation coverage costs ten cents per boy in addition to the above. A complete set of physical examination and dental record cards for each boy must be on file in the State Association office. There are twenty-one definite regulations pertaining to requirements for participation in the plan.<sup>21</sup>

**Essentials of the New York Athletic Protection Plan.**—The Athletic Protection Plan in effect in the state of New York is the other state-wide injury payment scheme which will be discussed. In some respects it is similar to the Wisconsin plan. A schedule of benefits is set up, the payment of which is dependent upon receipt of sufficient funds. The administration appears to be somewhat simpler than in Wisconsin. Dues of member schools vary from \$2.00 to \$10.00, dependent upon membership. In order to present a clear

<sup>21</sup> Mr. P. F. Neverman, Secretary of the Wisconsin Interscholastic Athletic Association, has been responsible for the organization and development of the Wisconsin plan. His address is Marinette, Wisconsin.

explanation of the Plan, it is presented here as it appeared in the 1938-39 New York Handbook.<sup>22</sup>

#### NEW YORK ATHLETIC PROTECTION PLAN

The Athletic Protection Fund is a plan to protect boys and girls engaged in athletics against the cost of injuries sustained in games and practices. In the six years of its experience, the Plan has paid for all claims according to the schedule and in many cases has paid extraordinary expenses which have been incurred in relation to the claims. However, the ASSOCIATION DOES NOT GUARANTEE the payment of any benefits. We have paid claims in full; we expect to continue to do so; but we cannot distribute more money for injuries than is paid in by the schools in fees. If the sum total of the fees paid in by the schools is insufficient in any sport to pay the claims made at the end of the playing season, the valid claims will be allocated according to the amount of money available.

Schools have in the past been delinquent in carrying out the simple directions pertaining to the operation of the plan. We cannot take responsibility for your delinquencies.

For several years we have felt that the amount paid for certain types of injuries was insufficient to adequately take care of the injuries incurred. For instance, the amount of \$10.00 for a broken tooth, while sufficient for any of the back teeth, will not adequately cover the cost of a good repair of a front tooth. Then too, the matter of dislocations has entered into frequent injury claims. Sometimes a serious dislocation of a shoulder is as bad as a break, so we have added not only to the amounts paid for present listed schedules, but we have also added several other types of injuries.

Recently we addressed a questionnaire to the schools which had participated in the Plan for the last three years and we gave them the option of determining whether the fees for football should be \$1, \$1.25 or \$1.50. A large majority of the schools voted for the \$1.50 fee for football and the commensurate amounts in the fees paid for the other sports. The increase of fees for basketball and baseball will not be as great because our experience in these sports has been much more favorable.

Please read very carefully the directions for the operation of the Plan. Some of them may result, from your point of view, in an excess amount of red tape, but we need all the information that we ask for in order to make an equitable distribution of the money. We want to pay claims;

<sup>22</sup> New York State Public High School Athletic Association *Handbook* (1938-1939), pp. 37-48.

we expect to continue to do so, but, of course, we cannot promise to distribute more money for injuries than is paid in by schools in fees. If the money is not there to allocate, we will distribute the funds available among the valid claims. A word regarding infections. INFECTIONS are preventable through simple care and immediate first aid attention. We WILL NOT PAY claims arising out of infections.

## DIRECTIONS

1. Your high school must be a member of the New York State Public High School Athletic Association and ready and willing to cooperate in the association activities.

2. In order to expedite covering football squads the following procedure should be followed: As soon as your squad reports, you may send a typewritten copy of the football squad members with a check covering the squad and a copy of the year's schedule. (Fee is \$1.50 per boy.) Your examination cards and official blank will be returned to you. Before the first game, each boy must have a complete physical examination and the official list of boys must be returned to our files. YOU CANNOT SUBSTITUTE NAMES FOR BOYS ONCE IN THE PROTECTION PLAN, in other words, each new name must be covered by a fee. For other sports follow this procedure. Request the secretary to mail you a registration blank. The members of the squad should be arranged alphabetically and the information asked for filled out in each case. In addition, there will be furnished to each school a physical examination card which must be filled out by the physician at the time of the physical examination and on the back of which must bear the signature of the parent or guardian granting permission to compete in this sport. THIS CARD IS TO BE RETAINED IN THE FILES OF THE SCHOOL AND WHEN A BOY IS INJURED MUST BE ATTACHED TO THE FINAL CLAIM. When the registration blank is completely filled out with the names of the squad members it should be returned to the secretary WITH A CHECK covering the entire fees necessary to protect the boys.

3. Twelve hours after the receipt of the registration blank in the office of the secretary the squad is protected.

4. In case of injury a preliminary report card signed by the principal, giving the date, place and kind of injury should be mailed to the secretary. This must be mailed within 48 hours after the injury occurs. In case of emergency it may be signed by the physical director or coach.

5. The secretary will then mail to the principal proof blanks to be filled out by the principal, the coach, the attending physician and the boy injured, which after being properly filled out should be returned to the secretary. After a boy is once injured, he must be re-examined be-

fore being allowed to practice or play again. The *school physician* is the *sole* judge of whether a boy should participate or not.

6. No claims will be paid until the end of the playing season of the sport in which the injury occurs.

The date for filing complete football claims is advanced to December 10. Extensions of time will be granted only if required and requested before that date.

7. Fees for each sport are payable on the following basis:

Football or Soccer	\$1.50 per pupil
Hockey, Six-man Football	1.00 per pupil
Basketball	.60 per pupil
Baseball	.50 per pupil
Track	.50 per pupil

8. Providing funds sufficient to cover injuries listed are available, the following schedule will be operative:

Entire sight of one eye if irrevocably lost	\$200.00
Both arms broken above the elbows	125.00
Both legs broken above the knees	150.00
Both bones of either leg broken between ankle and knee	75.00
Both bones of either arm broken between wrist and elbow	60.00
Either leg broken above the knee and in cast	75.00
Broken knee cap	75.00
Either arm broken above the elbow	50.00
Either bone of either leg broken between ankle and knee	40.00
Either bone of either arm broken between wrist and elbow	35.00
Broken pelvis	100.00
Broken jaw	25.00
Broken collar bone	25.00
Broken nose	10.00
Broken rib or ribs	5.00-10.00
Cerebral hemorrhage	50.00
Fractured vertebra	40.00
Fractured skull	50.00
Concussion of skull	5.00
Serious external puncture (maximum fee)	15.00
Dental Injury:	
Chipped teeth—minimum fee for one tooth	2.00
Broken back teeth—maximum fee for one tooth	6.00
Broken front tooth	20.00

Front teeth knocked out—	
Maximum fee for one dental injury	35.00
Fillings knocked out	3.00
Facings broken	3.00
Broken bone in hand	10.00-15.00
Broken bone in foot	10.00-15.00
Severe sprain	10.00
Complete dislocation of joints if injury keeps participant out of competition for a period of at least 15 days.	
Knee	15.00
Shoulder	12.50
Ankle	10.00
Arm—elbow or wrist	7.50

## MEDICAL REGULATIONS

1. Benefits on green stick fractures to be half of those listed on schedule.
2. Radiograph may be required on all injuries and \$5.00 is paid when it is clearly shown that a picture is required. This amount is not added to any claim over \$25.00.
3. The amount actually allowed will not exceed the bill filed by physician, which must accompany every request for benefit. The scheduled amounts are the maximum in each case.

## DENTAL REGULATIONS

1. If dental radiographs are requested, an allowance of \$2.00 will be made in addition to the scheduled benefit.
2. The amount actually allowed will not exceed the itemized statement filed by the dentist which must accompany every request for benefit. The list amount is the maximum in each case.
3. Dental work must be completed before an adjustment will be made.

## SUGGESTIONS

The operation of the Protection Plan requires a complete understanding of the purpose of the Plan by the principals, physician, dentist, and the secretary of the organization. We want to protect the boys and insure that they get adequate medical attention. We want the doctors to receive what they, as a group, have determined as fair fees. When we made an analysis of the costs of office and home calls, we found that \$3.00 represented the great majority of the home calls and out of 150 office calls 105 were \$2.00. We do not wish to SET these amounts as the

amounts to be charged. They simply indicate the median amount charged in each case.

Some schools are sending in the claims and simply putting down the maximum allowed for the injury. This practice is equally bad. An itemized list of the doctor's expense must accompany the claim. If you, as principal of the school, do not feel that it is just, you should try to get some adjustment.

From what sources, and how, shall you pay the fees to cover the boys? Every school must answer this for itself. The Board of Education sometimes pays the bill, the Athletic Associations pay it, and in some cases each boy contributes his own fee. Our suggestion would be to have the boy contribute a part, let us say one-half of the fee, and the Athletic Association in the school make up the difference.

Do not go into the Plan if you think that by doing so you need to get out of the Plan each year as much as or more than you contributed. We have denied the benefits of the Plan to three schools in the State because of manifestly poor safety factors which resulted in a great many injuries. If the Plan is to work at all there must be as many schools getting less than they paid in as there are schools getting more.

**Commercial Athletic Injury Insurance.**—A few commercial insurance companies have become interested comparatively recently in athletic injury coverage. In most cases their schedules of benefits are similar to that of the Wisconsin plan. Their rates vary but, in general, range from \$2.50 to \$5.00 or \$6.00 for the same schedule of benefits as in effect in Wisconsin. Many old established casualty and liability companies have refused to enter the field of athletic injury insurance because of lack of data concerning it. This may be changed now that more accurate facts are being accumulated.<sup>23</sup>

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<sup>23</sup> Names and addresses of commercial companies, with which the author is familiar, that offer athletic injury insurance are: Income Guarantee Co., South Bend, Indiana; Illinois Mutual Casualty Co., Peoria, Illinois; Central Casualty Co., Columbus, Ohio; Sportsman's Mutual Association, Washington, D. C.

## CHAPTER XII

# Athletic Facilities—Layout and Maintenance

### General Facilities

In considering athletic facilities it will be assumed that the problems confronting those in charge of the athletic program deal chiefly with layout and maintenance rather than with construction. Separate treatment would be needed for the consideration of construction data and plans pertaining to the gymnasium, natatorium, or stadium. Strictly speaking, these are engineering problems concerning which the physical education and athletic men in a school system often will be sought for consultation. Experiences which they have had in teaching classes or coaching teams, as well as observation of outstanding facilities in schools in which they have worked or visited, are the best sources of information to be passed on to building architects or engineers.

Questions will be raised in schools with which physical education men are connected concerning the layout and dimensions of playing areas for different games. Also, information should be available regarding the most efficient methods of maintenance and repair of common athletic facilities. The presentation of information of this general type is the purpose of this chapter.

**Size of Playing Areas.**—The minimum amount of space required for various games is well defined in the official rules books. In most cases, however, certain sports may be played under better conditions if more than minimum re-

quirements in space are available. It is desirable to allow for extra outfield space in baseball and softball. Indoor game areas, of course, must accommodate themselves to the gymnasium space available. In constructing gymnasiums,

TABLE 13

## COMPARATIVE AREAS NEEDED FOR VARIOUS SPORTS

(Ranked in ascending order of space required per player.)

Game	Area per Player (Square Feet)	No. of Players	Minimum Size (Feet)	Total Area (Square Feet)
Volleyball	150	12	30 × 60	1,800
Handball (single wall)	170	4	20 × 34	680
Basketball (boys)	210	10	35 × 60	2,100
Badminton	220	4	20 × 44	880
Basketball (girls)	245	10	35 × 70	2,450
Softball (playground)	451	20	95 × 95	9,025
Soccer (girls)	1309	22	120 × 240	28,800
Tennis	1500	4	50 × 120	6,000
Field hockey	1564	22	135 × 255	34,425
Soccer (boys)	2250	22	165 × 300	49,500
Football	2618	22	160 × 360	57,600
Baseball (hard)	5000	18	300 × 300	90,000

more than minimum rules book recommendations should be allowed if possible, in order that the accommodation of spectators may be arranged. This also will make play safer because it will allow for the layout of the playing area so that the out-of-bounds are safe distances from walls or



other obstructions. LaPorte<sup>1</sup> has compiled the areas needed for different sports as shown in Table 13.

**Indoor Playing Facilities.**—However, once the gym-

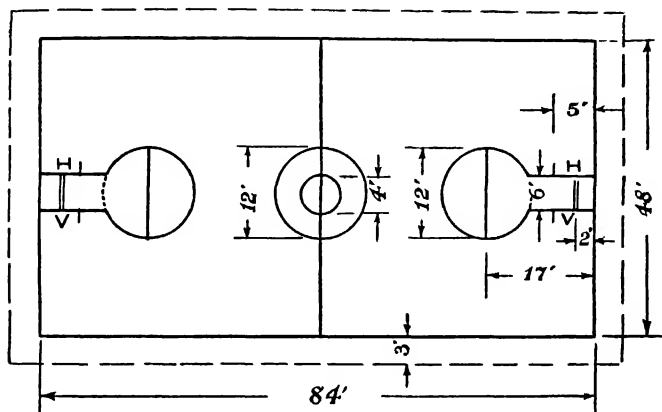


Fig. 41.—Basketball Court (Boys).

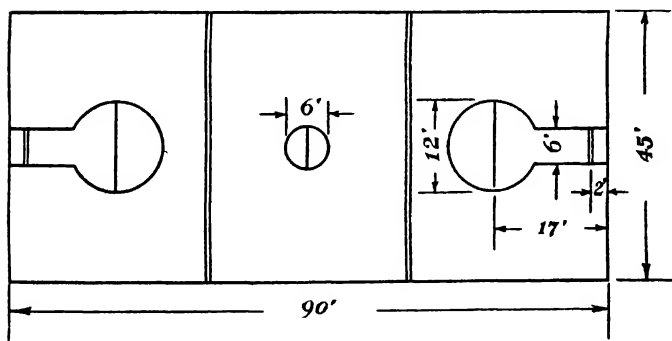


Fig. 42.—Basketball Court (Girls).

nasium has been built, it is necessary to use the space as it is provided. Care should be taken to remove all possible

<sup>1</sup> Wm. Ralph LaPorte, *The Physical Education Curriculum*, p. 40 (prepared by The College Physical Education Association). Los Angeles: The Caslon Printing Co., 1937.

hazards. Floors should not be allowed to become unsanitary or slippery. Special finishes for gymnasium floors are quite popular and some good ones are on the market. Regardless of the type of finish used on the floor, it should be

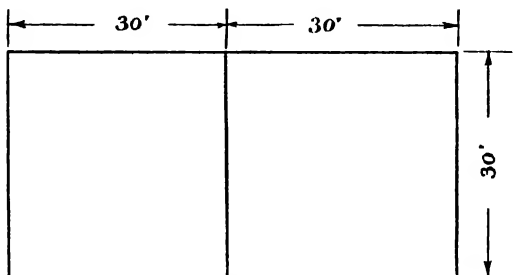


Fig. 43.—Volleyball Court.

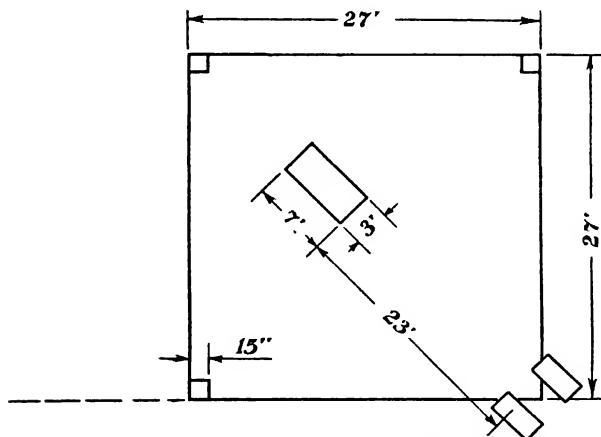


Fig. 44.—Indoor Baseball Diamond.

one that may be washed with soap and water. Caustics should be avoided. The floor should be thoroughly rinsed and dried before another coat of finish is applied. Arrange and inspect temporary bleachers so that they are safe for spectators and keep them as far away as possible from side

and end lines. Cover unused bleachers at the end of basketball courts with gymnasium mats. Keep scoring tables off the playing court. Cover lights with wire guards; paint gymnasium ceilings a light color; and keep the windows

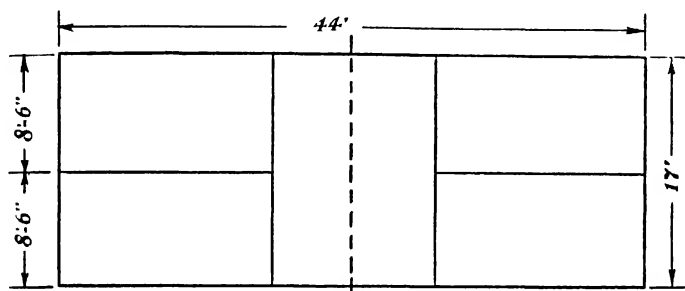


Fig. 45.—Badminton Court (Singles).

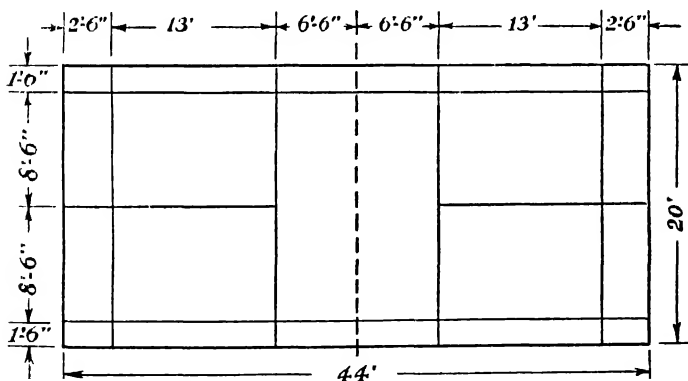


Fig. 46.—Badminton Court (Doubles).

clean. Figures 41 to 48 show diagrams and court dimensions for boys' and girls' basketball, volleyball, indoor baseball, badminton (singles and doubles), handball (four-wall and single-wall), and shuffleboard.

## Outdoor Playing Facilities

**Football Field.**—It is generally desirable that a football field extend north and south so that punt and pass receivers do not have to face a late afternoon sun. Since drainage of the field is of most importance a gravel subsoil is the best

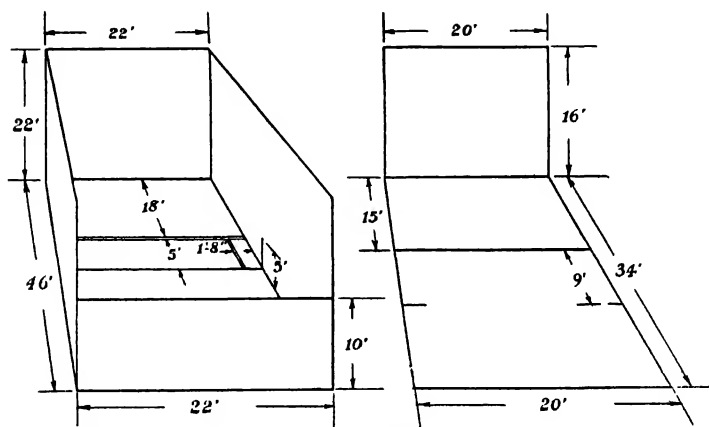


Fig. 47.—Handball Court (4-Wall and Single-Wall).

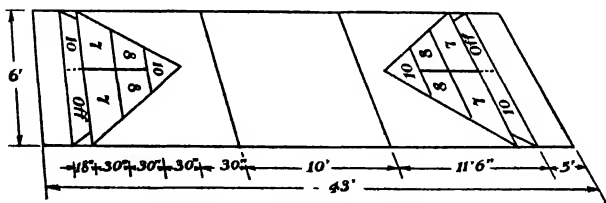


Fig. 48.—Shuffleboard Court.

base. Drainage tile, 4 or 5 inches in diameter, should be laid diagonally across the field every 15 or 20 feet. Frequently these run into a drainage system encircling the grid-iron and emptying into catch basins at each of the four

corners of the field. The trenches holding the drain should be nearly filled with coarse stones so that water may quickly reach the tile. The field should have from 8 to 12 inches of loam topsoil and then should be sodded if possible. It is

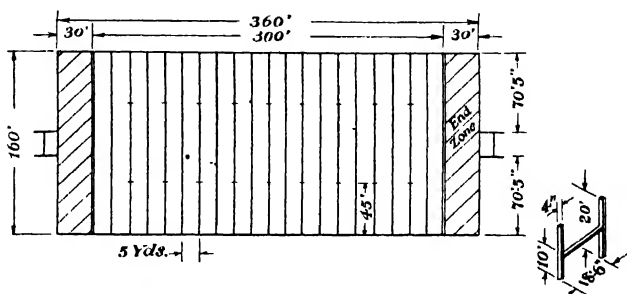


Fig. 49.—Football Field.

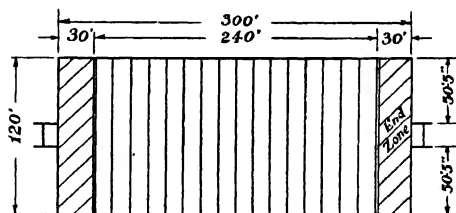


Fig. 50.—Football Field (6 Man).

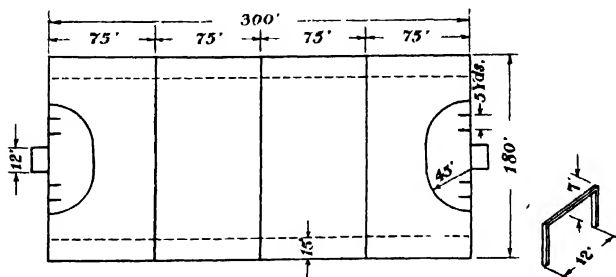


Fig. 51.—Field Hockey.

desirable to have the field graded so that the center is about a foot higher than the side lines. This helps in the drainage.

If a track encircles the gridiron, the curb should be low enough so that it is not a hazard for football players who are

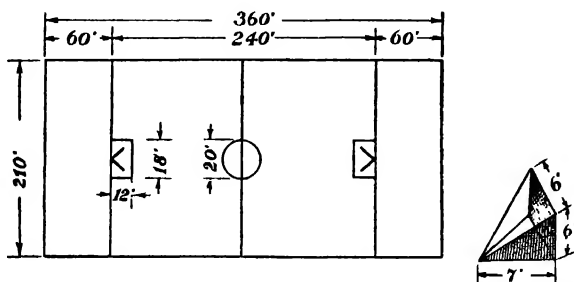


Fig. 52.—Lacrosse Field.

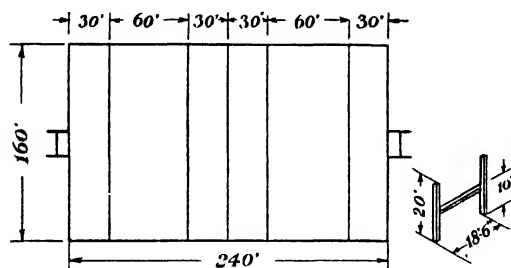


Fig. 53.—Speedball Field.

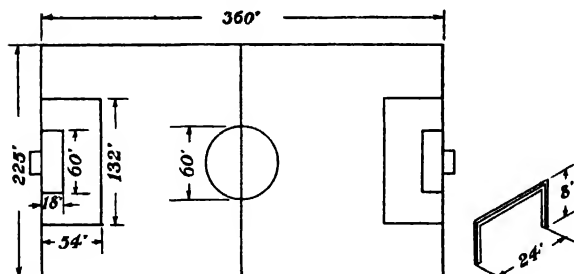


Fig. 54.—Soccer Field.

thrown out-of-bounds. It is obvious, of course, that six-man football, soccer, field hockey, lacrosse, and speedball may be played on ordinary football gridirons with minimum changes in markings. Football fields should be kept mowed during the season, cut turf replaced, and watered if necessary. Practice should not be held on game gridirons if avoidable. (See Table of Maintenance Directions for Athletic Fields, page 333.) Figures 49 to 54 show diagrams and dimensions of playing areas for football (eleven man and six man), field hockey, lacrosse, speedball, and soccer.

**Baseball Field.**—Often it is necessary to locate the baseball diamond on part of the football gridiron because of lack of space for separate layouts. This is not recommended where it may be avoided because a track usually is built around the football field and a conflict arises because baseball and track both are spring sports. Also, the recommended grading of the baseball diamond and preparation of a "skinned infield," if one is used, do not fit in well with gridiron construction. Drainage for the baseball field should be virtually the same as for the football playing area. Sometimes it is desirable that tile be placed directly under the base lines because they are used most and also because they may be a trifle lower than the remainder of the infield, especially if it is sodded. If the diamond is laid out so that the direction from home plate to first base is due west a minimum number of players will have to face the sun. The batter will be facing that general direction but he does not have to look at high balls, and only the catcher is called upon to do so when going after high foul balls. There is, however, a difference of opinion in the major leagues as to the general direction scheme for layout of baseball diamonds. Quite often the field is arranged in major league parks so that spectators, rather than players, do not have to face the sun.

Usually home plate should be slightly higher than the surrounding area, sloping to infield level in 6 to 8 feet. The plate itself should be flush with the ground. Pitcher's box may be no more than 15 inches above the base-line levels and must be on a gradual, sloping mound. The pitcher's and batter's boxes, because of their hard usage, should be of clay mixture in order to be firmer than other parts of the field. Of course they must receive extra protection if it rains because they become sticky sooner than other parts of the infield. If the entire infield is bare, it should be kept absolutely smooth. Roll, and rake lightly, if necessary, every day. A large street brush or heavy wire-mesh screen may be used for grading purposes. Such a plan will "soften" ground-hit balls and make them bound truer. If the infield is covered with grass, it should be watered daily and kept mowed. Grass should be removed from an area of 10-foot radius around home plate. Usually a comparatively small oval or circular area around the pitcher's box is without grass. A path  $2\frac{1}{2}$  feet wide between home plate and first base and between home plate and third base should be devoid of grass. As much area as is desired, in addition to the base lines, between first and second base and between second and third base may be "skinned." This includes the area on which the infielders usually play. Minimum distances of 300 feet from home plate to obstructions down the first- and third-base lines are recommended. Figures 55 and 56 show diagrams and dimensions of a baseball diamond, baseball home plate and batter's boxes, and a softball diamond.

**The Track.**—As stated previously, the track usually encircles the football field. In such cases drainage for the two is the same. Sometimes a string of tile is laid under the curb. In other instances tiles are laid under the center of the track itself below the so-called cushion layer. Crushed



rock should form the bottom of the track, about 2 feet below the surface. A layer of coarse cinders, rolled on top of the rock, furnishes the next layer. Fine, hard cinders are next,

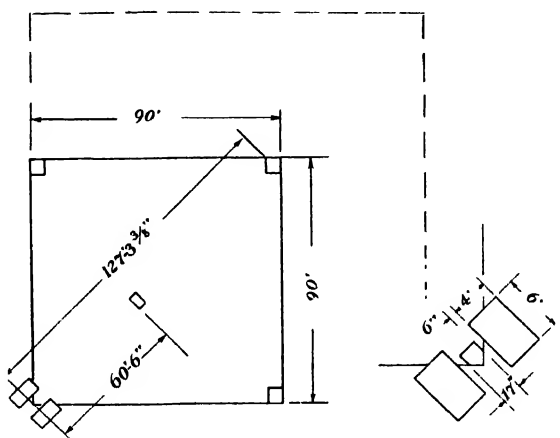


Fig. 55.—Baseball Diamond, with Home Plate and Batter's Boxes.

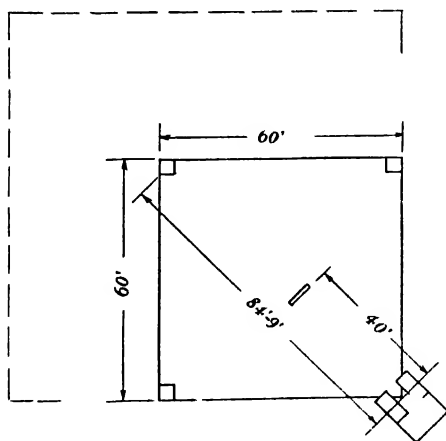


Fig. 56.—Softball Diamond.

with a top surface of equal parts of clay or loam and fine, hard, sieved cinders. The track should be kept rolled and sprinkled regularly. A 25 to 35 foot width for the track is recommended. High jump and pole vault pits should be 14 to 16 feet square, with approaches on either side. The broad jump pit ought to be 25 feet long and 6 to 8 feet wide and be filled with a good grade of beach sand. The high jump and pole vault pits should be filled with shavings, sawdust, or a combination of the latter and sand (two parts of sand and one of sawdust). To lessen the shock in landing, a false bottom in the pole vault pit may be made of planks 18 to 20 inches below the surface. In general, the shot-put area needs no special construction, except that the event should not be conducted on the football playing field. Since the discus and javelin areas are coincident with the regular gridiron, they need no specific consideration.

A new track and field layout, which is separate from the football gridiron, recently has been completed at Michigan State College, East Lansing. Some special features of the arrangements are listed below, inasmuch as the setup is outstanding and, according to Director Young,<sup>2</sup> "was built according to the best information obtainable."

1. The track is 35 feet wide at all points, permitting eight to twelve individual lanes.

2. Each of the two straightaways is 250 yards long. The oval part of the track is 440 yards.

3. It has "railroad" curves of 104 feet radius. Each curve and straightaway is approximately 110 yards.

4. Catch basins are staggered on both sides of the track every 35 feet, three feet from the curb.

5. All six field events are layed out with permanent

<sup>2</sup> General information regarding Michigan State College Track furnished by Ralph H. Young, Director of Athletics.

runways, pits, rings, and the like, in the infield in such a way as to permit the holding of all field events simultaneously. Warm-up runways, pits, and rings, are located between the two straightaway legs.

6. The broad jump and the pole vault pits are approached by runways from two directions.

7. The high-jump pit is in the center of an 80 foot circle.

8. The javelin runway is built of cinders and is 75 feet by 25 feet.

9. The running track, field event runways, circles, pits,

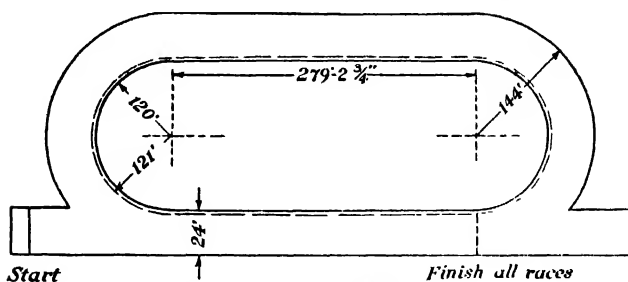


Fig. 57.—Quarter-Mile Track.

and landing areas are 3 inches higher than the adjacent level of the field to provide drier conditions in wet weather.

10. The pole vault landing pit has a false bottom of plank two feet below the ground level for extra "give."

11. Portland cement was mixed with the top dressing of cinders and clay for the field-event rings and runways, in order to provide for better wear.

12. Portland cement was mixed with the top dressing for the shot-put landing area in order to provide a hard landing area so the competitors may be given the maximum credit for their efforts.

13. There are two separate rings for meet competition in both the discus and shot.

14. The pole lane will be used only for the distance

events. The dash and hurdle races will be held in the lanes farther away from the pole.

15. The top dressing for the running track is a mixture of 2 parts of fine cinders to 1 part of black soil. The soil is a loam containing about 15 per cent organic matter. This

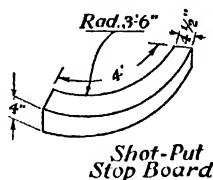
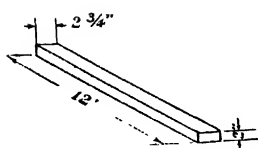
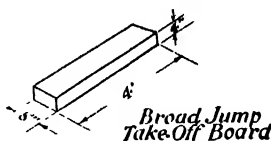
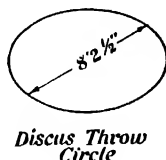
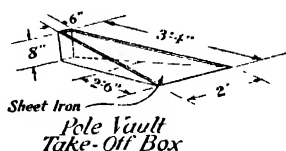


Fig. 58.—Track and Field Equipment.

type of soil has excellent resilient binding qualities and will not bake like clay.

16. The stands are placed 25 feet from the track at an angle to the straightaway.

Figures 57 to 59 show diagrams and dimensions of a track, shot-put circle, shot-put stopboard, broad jump take-off board, discus-throw circle, javelin scratch board, a pole

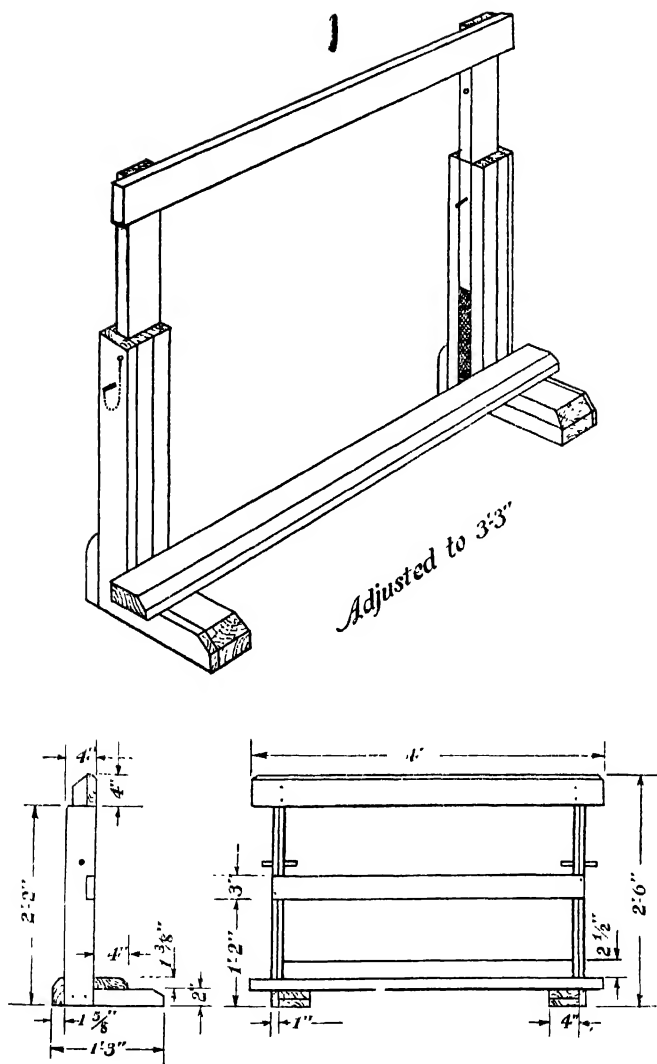


Fig. 59.—L-Type Hurdle and Details.

vault take-off box, and an L-type hurdle, with details.

**Tennis Courts.**—Tennis courts with the greatest utility are made of concrete or asphalt. There is practically no upkeep cost to them; they may be used much more extensively; and it is practically impossible to damage them. From an ideal playing standpoint probably the clay court is most desirable. Adequate drainage of clay courts is essential. The court itself should slope at about a 3-inch grade from the net to the back line. There should be a

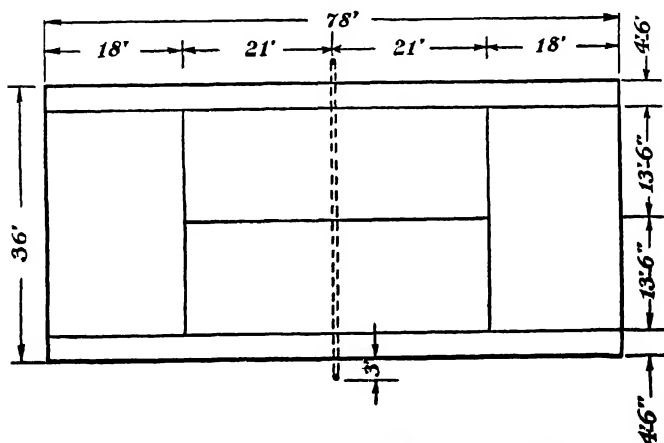


Fig. 60.—Tennis Court (Doubles and Singles).

coarse gravel or stone base of approximately a foot in thickness, below which should be placed drainage tile. Six to eight inches of heavy clay should be rolled on top of the base. If necessary, light sand may be sprinkled on the clay. A calcium chloride preparation has been used successfully on clay courts which, it is claimed, improves playing conditions and preserves the court. For the construction of a concrete court, reference is made to pamphlets and complete specifications available for the asking from commercial cement

companies.<sup>3</sup> Figure 60 shows a diagram and dimensions of a tennis court.

### Athletic Field Seeding and Maintenance

Seeding of athletic fields and their care will depend upon the section of the country in which they are located. Soils also are an important factor in determining the procedure to be followed. It should be realized that more attention must be given an athletic field than an ordinary lawn or campus because of the much harder usage it receives. In general, athletic fields must be continually "built up" by the most approved methods. Wherever possible there should be separate practice and playing fields in order that the game field may be saved as much abuse as possible. As a general guide to those in charge of athletic fields, two tables giving concise directions, one on seeding and one on maintenance (Tables 14 and 15), are reprinted on pages 332 and 333.

### Outdoor Lighted Areas

There is much argument at present for and against outdoor athletic contests being held at night under lights. Nearly everyone seems agreed that, generally, football and baseball games or a track meet are better events if held in the daytime. In some situations, however, it has seemed necessary to hold these as night contests. Schools, in increasing numbers, have been interested in the cost, construction, and possible uses of lighted fields as well as the attitude of schoolmen whose teams have taken part in games played under the lights. At the conclusion of the 1937 football

<sup>3</sup>The Portland Cement Association, Chicago, Illinois, furnishes a complete pamphlet and drawings for the construction of concrete tennis courts free of charge.

**TABLE 14**  
**ATHLETIC FIELD SEEDING DIRECTIONS\***

Sport	Soil	Drainage	Grasses (Never any Clovers)	Reseeding
Football and Soccer	Medium to light	1% surface and underground	Mixture of fescue, bluegrass and creeping bent	February, March, or April
Baseball	Medium to heavy	Pitcher's box not over 10 in. above bases provides sur- face drainage; underground, drainage usu- ally needed.	Infield good pro- portion of bent with fescue, bluegrass; out- field possibly without bent, to lower cost	September, October
General Play- grounds	Medium to heavy	½% surface may be sufficient	Mixture of fescue and bluegrass predominating	September, October, or early spring
Lawn tennis	Medium to light	½% surface and underground	Same as for foot- ball	September
Polo	Medium to heavy	½% surface; un- derground with main line laid just outside playing field on low side of field	Mostly fescue with bluegrass and bent	September, October
Bowling greens	Medium to light	Facilities for rap- id underdra-na- ge; cinders sand in ditches	Creeping bent with fescue and bluegrass	September, February, March
Croquet	Medium to light	Good under- ground	Fescue and blue- grass with bent	September, February, March

\* Reprinted from manual "Campus and Athletic Field" (1932), pp. 62-63, by permission of O. M. Scott & Sons Co., Marysville, Ohio.



TABLE 15  
ATHLETIC FIELD MAINTENANCE DIRECTIONS<sup>5</sup>

Sport	Rolling	Mowing	Fertilizing	Special Treatment
Football and Soccer	Early spring; possibly light treading or rolling after each game to press roots into ground	Long (1½ in.) except during season	Early spring and possibly light summer applications	Replace loosened turf after each game
Baseball	Early spring	Short during season but let go into winter with 3 or 4 in.	September to early spring	
General play-grounds	Early spring	Long --2 to 3	September to early spring	
Lawn tennis	Early spring, possibly lightly during season	Same as for baseball	September and early spring	If soil packs, spring dressing of powdered charcoal, 150 lbs. to 1000 square feet
Polo	Early spring	Long	September to March	After play replace torn places. Fill bare spaces with topsoil and seed
Bowling greens	Early spring	Same as for baseball	September and early spring	Charcoal as for tennis courts
Croquet	Early spring	Same as for baseball	September and early spring	Charcoal dressing in early spring

<sup>5</sup> *Ibid.*

season the author conducted a survey concerning night football in a number of schools in Ohio, Pennsylvania, Kansas, and Michigan. Information from a half dozen schools in each state is summarized in Table 16.

The common construction practices followed in lighting fields follow: (1) from 4 to 8 poles are used on each side of the field, with 5 or 6 being the most common number (towers are used in some instances); (2) poles run from 40 feet to 85 feet high, with 60 to 70 foot poles used most; (3) the most recent practice seems to be that of using single lights in single reflectors, with several reflectors (2 to 6) on each pole; (4) the better lighted fields seem to have from 10-12 to 15-18 foot candles on the playing field; (5) attention is given to lighting fences, entrances, exits, and spectator stands.

Purposes other than football for which lighted fields were reported in use were: (1) commencements; (2) band concerts, festivals; (3) blossom-week pageants; (4) softball games; (5) annual sports-day program; (6) baseball games; (7) track meets; (8) winter skating; (9) physical education demonstrations; (10) boxing exhibitions; (11) soccer games; (12) school reviews; (13) church pageants; (14) May Day festivals; (15) Boy Scout pageants; (16) fraternal festivals; (20) county fairs; (21) Halloween celebrations; (22) outdoor motion pictures.

The schools included in this survey were virtually unanimous in indicating that there was no difference in the number or severity of athletic injuries received in night football as compared with the daytime game.

Some interesting comments concerning night games were received from schoolmen who sent in reports. A few of them are listed anonymously.

We are satisfied that night football is not so good as day football, but from a financial standpoint and public relation angle it really is a fine

**TABLE 16**  
**NIGHT FOOTBALL STATISTICS**

School	Year Lights Installed	Installation Cost	Cost of Lights per Game	Total Wattage on Field (in thousands)	Increase in Attendance	Field Used for Other Purposes?	Greater Discipline Problem	Difficulty in Scheduling Night Games	Playing Conditions as Good at Night?
<b>SIX OHIO HIGH SCHOOLS</b>									
Kenton (546) <sup>a</sup> . . .	1937	\$2,284	\$75.00 <sup>b</sup>	82	500%	No	Yes	No	Yes
Mechanicsburg (143) . . .	1936	1,142	6.80	45	200	Yes	No	No	Yes
Piqua (625) . . .	1931	1,274	8.00	72	30	Yes	No	No	Yes
Troy (560) . . .	1935	890	10.00	60	25	No	No	No	Yes
Urbana (369) . . .	1937	2,647	15.00	120	400	No	No	No	No
Youngstown- South (2569)	1933	3,600	15.00	80	300	Yes	No	Some	No
<b>SIX PENNSYLVANIA HIGH SCHOOLS</b>									
Brackenridge— Hal-Brack Union (1120) . .	1935	\$3,600	\$ 6.00	95	10%	Yes	No	No	No
Braddock-Scott (959) . . .	1930	5,969	11.00	180	300	Yes	Yes	No	Yes
Homestead (1146)	1931	5,540	15.00	61	100	No	Yes	No	Yes
New Castle (2000)	1927	5,000	15.00	90	35	Yes	No	No	Yes
Pottsville (1500)	1935	8,000	35.00	49	400	Yes	No	Some	Better
Sunbury (1460)	1929	6,000	15.00	45	20	No	Yes	Yes	No
<b>SIX KANSAS HIGH SCHOOLS</b>									
Abilene (470) . . .	1930	\$1,723	\$12.00	72	80%	No	No	No	Better
Atchison (1075) . .	1937	1,618	16.00	72	100	Yes	No	No	Yes
Colby (287) . . . .	1934	1,575	5.00	48		Yes	No	No	Better
Independence (1299) . . . . .	1927	3,000	12.50	60	50	Yes	No	No	Better
Pratt (764) . . . .	1935	1,052	8.00	60	113	Yes	No	No	Better
Topeka-Seaman (315)	1936	1,250	5.00	48	100	Yes	Yes	No	Yes
<b>SIX MICHIGAN HIGH SCHOOLS</b>									
Benton Harbor (910) . . . . .	1936	\$3,530	\$ 5.00	66	75%	Yes	Yes	Yes	Yes
Blissfield (353)	1937	1,800	1.50	72	100	Yes	No	No	Yes
Iron Mountain- Kingsford (672)	1936	2,800	12.00	120	300	Yes	Yes	Yes	Yes
Jackson (1943) . .	1931	3,909	10.00	40	250	No	No	No	Yes
Niles (649) . . . .	1934	4,500	5.00	60	75	Yes	No	No	No
Traverse City (552) . . . . .	1937	2,350	2.25	60	300	Yes	No	Some	Yes

<sup>a</sup> Figures in parentheses are high school enrollment

<sup>b</sup> Per month.

thing. Our town is really strong for it and it presents a fine chance to keep the school before the public.

We are quite enthusiastic about night football here. From a standpoint of spectators it is much superior to the daytime affair since more of the businessmen and more stable people of the community may attend without neglecting their business.

Our student body, faculty, townspeople, and team are very enthusiastic about night football. Lights for night tennis were well received by our people last summer so we followed with night football. In not more than three years the increased profits will pay for the lights.

Generally speaking, I would prefer by all means to play football in the daytime rather than at night. However, I believe we can say that the playing conditions at night are as good, or may even be better, than on a hot September or October afternoon. With the experience of two years of playing football I see no reason why such games, properly administered, can be any more injurious to high school boys than day games. Night football games also generally reduce practice periods to four days per week. This may have advantages as well as disadvantages as far as players are concerned.

Night football, in my estimation, is one of the greatest forward steps made in the past fifteen or twenty years. We used to play our games on Friday afternoon and it meant that our school work on Friday didn't amount to very much. Now we have school the full five days a week. I am very much sold on night football.

I was opposed to night football for many years because I attended several games and was uncomfortable all evening. (I have since bought a suit of long underwear.) I objected to our night trips. That is now past history. Last week about 2,000 of our townspeople accompanied our team to a neighboring town fifty miles distant and I was fearful of the discipline problem. There just wasn't any. At home our crowds are well policed and are easier to handle under the lights than in the afternoon. Night football is much superior to day football as long as the weather is favorable. Then, too, we schoolmen can attend some college games now.

I am not enthusiastic over night football for the following reasons: (1) places scholastic athletics more and more on a commercial basis; (2) students do not receive the benefit of sunshine and fresh air. Usually the weather is cold, damp, and foggy in this locality at night.

I feel that night football should be abolished because the air is harder to breathe. Players are always playing on the ground which is wet and there are more colds among them. It has taken the glamor from the

game and commercialized it to such an extent that many problems are arising that otherwise would be eliminated.

. . . Our boys look forward to night games with a little extra enthusiasm. . . . My personal attitude toward night football is that I would prefer to play on Saturday afternoons unless it came to a question of having to make more money in order to continue the sport. Under those conditions I would be perfectly willing to play our home games at night. My preference is slightly in favor of the daytime game.

My impression over three years has been that night football offers a single advantage. It is possible for more adults to attend the games, and consequently the receipts may be somewhat increased. On the other hand, I think several rather serious disadvantages attend night games: (1) adds to an already undesirably large number of night activities; (2) greater difficulty in controlling the student body at night games than at day games; (3) a serious automobile problem is presented. I know of no situation in which I have seen as wild and reckless driving as that following the few night football games I have attended.

From our coach we have the following advantages and disadvantages in relation to night football: Advantages—larger crowds; less interference with school work; boys like to play at night; coaches may see and scout other games. Disadvantages—visiting team may be handicapped by lights; difficult for boys who wear glasses during day to adjust eyes to lights at night; visiting teams travel late at night and if a doctor is needed on return home it is difficult to get one; large high school crowds follow team and crowded cars present a real danger in relation to number of accidents which might occur.

I like the game better in the daytime because of better light but have no serious objections to night games. I haven't noticed any mistakes that could be attributed to poor light. Night games are a novelty to our boys and they get a kick out of them. There may be some objections to having the students following the team at night but we did not have any trouble, although about 150 of our students accompanied our team on a recent out-of-town game. We are very glad to play schools at night if they think it is to their advantage financially to do so.

While the information in this investigation of the subject of night football may not be all-inclusive, it does show some facts. Increased revenue is a definite outcome of the night game in virtually every instance. If this factor is of sufficient importance to a school to overshadow other possible disadvantages, then games under the lights are justifiable.

Apparently, new problems may be added and probably others are eliminated. It is a matter of adjustment. Night contests not only in football, but in baseball, softball, track, tennis, hockey, and skating seem to be here to stay. Many schools have installed their lighting systems in coöperation with city recreation departments and, consequently, get much greater use of them at a considerable reduction in outlay.

## CHAPTER XIII

# Intramural Athletics

### Place in the Program

This chapter will concern itself with the place of intramurals in our schools, consideration of some of the objectives to be realized from the intramural program, and presentation of the major policies involved in it. An attempt will be made to point out suggestions to be kept in mind in the administration of intramurals.

**Intramural vs. Interschool Athletics.**—The word “intramural” means “within the walls”; therefore, intramural athletics are athletic activities conducted within a school itself as contrasted with athletic contests played between two or more schools. There is no conflict between properly conducted programs of intramural and interscholastic athletics. In fact, they both are a part of the same program. One group of activities should be complementary to the other. Both have places in the school program; they may be defended educationally; and each offers opportunities not necessarily possessed by the other.

Intramural activities form the basis of all athletics. All students should have the opportunity to compete regardless of their degree of skill. It is their inherent right to play or give expression to themselves through the intramurals. Coupled with the physical education program of a school, intramurals should receive the major attention of those in charge of the general program. Primarily, intramural competition is for contestants themselves. Of course, this also

is the major objective of interschool athletic competition, yet there are school, student spectator, and community interests which must be given consideration. The intramural program should be set up so that the boys and girls themselves may play the games in which they are interested individually. They also should have the opportunity to learn new games; and, as a result of having learned them, they will acquire new skills and new interests.

Interschool athletics, by their very nature, are more selective than intramurals. This is not an indictment against the former if all the facts are kept in mind. Under no circumstances should a school consider that its interscholastic athletic program is a legitimate substitute for intramurals. As stated previously, each serves different purposes and achieves different ends. Intramurals may be likened to the general courses in the curriculum which are required of all students. They must take part in them because, by so doing, students lay the groundwork for other activities and interests. So it is with intramurals.

In addition to the above benefits which are the result of participation in general curriculum courses, intramurals give students the chance to play, which is the most important consideration. To carry the analogy further, interscholastics very properly may be considered in the light of the elective courses allowed in the school's curriculum. Certain students, very naturally, are more proficient in athletic activities than are other students. They should be allowed to continue their athletics by means of interschool competition. The entire athletic policy, therefore, very easily may be in complete harmony with general objectives of the school program. Intramurals provide the opportunity for play experiences for all. Interscholastics allow for selection and concentration on comparatively few as far as instruction is concerned, but there are consequent benefits in interests,



activities, and sportsmanship opportunities which may be realized by the school student body as a whole. The important thing in the school program policy is to be certain that one activity does not crowd out or overshadow the other. Each should have its proper degree of emphasis. The problem is to find and maintain this. In many instances it is not a case of de-emphasizing interscholastic athletics but rather that of building up and giving proper emphasis, attention, and recognition to the intramural program. Make intramurals attractive and worth while and they will pay dividends in interest on the part of the great mass of high school students who merely want a chance to play.

Brammell points out that intramurals and interscholastics need not necessarily be counterparts to each other:<sup>1</sup>

There is no necessity that intramural athletics be carried on in conjunction with interscholastic athletics; neither is it true that both types of athletic activity cannot prosper within a single school. The purposes of each, however, are distinct, although they should both contribute to the larger objective of pupil recreation and health. Intramural athletics are organized specifically for the purpose of extending the opportunity—and the delight—of participation in sports to all pupils within the school. Intramural athletics, rightly conceived, are directed for the benefit of the student body as such, impartially and completely.

This view is a logical and defensible one to take because it may give the chief emphasis to the intramural program. That is as it should be if there is any conflict between the two because, when only one program is possible in a school, it should be the one which reaches the greater number of students. In virtually all instances, however, it should be possible for both intramurals and interscholastics to be included in the general program.

<sup>1</sup> P. Roy Brammell, *Intramural and Interscholastic Athletics*, U. S. Department of Interior Bulletin (1932), No. 17, Monograph No. 27, p. 10.

### General Intramural Objectives

As schoolmen came to realize that interscholastics did not achieve all the possible objectives in athletic competition, the development of intramurals began. This phase of the program also has been given great impetus as a result of the attention which it has received comparatively recently in our teacher-training institutions. Men and women graduating from them have been prepared for the handling of intramurals and the establishment of objectives. It is obvious that play for the masses will not be on so high a level of skills in intramurals as in interscholastics. The games to be included, therefore, should be selected in accordance with some of the following criteria:<sup>2</sup>

The activities should be easily learned, interesting to students and adapted to average facilities. They should not require elaborate equipment or prolonged conditioning. Team games as well as individual sports should be promoted and all should be physically wholesome.

The intramural program must appeal to the student, and the opportunity to play must be the objective most obvious to him. Among other objectives usually advanced for intramurals are the following:<sup>3</sup>

**Health.**—The activity must be healthful in nature. The objective of any activity should be consistent with the first of the cardinal principles of education and contribute to its realization.

**Leisure Time and Recreation.**—Physical activity should consume a part of one's leisure time. The opportunity to

participate in sports and games in school may open an avenue to a wise selection of use of leisure-time and recreation activities both during school days and afterward.

**Development of Citizenship.**—Life situations develop in athletic games which may aid in helping students adjust themselves to the social order in which they live. The realization of a group spirit which results from team competition is a valuable experience to participants. It teaches responsibility as well as coöperation. Sportsmanship, fair play, truthfulness, and courage are attributes of citizenship which may be realized from intramural competition.

**Social Contacts.**—In both large and small schools friendships are inevitable and invaluable. A broad friendship list is desirable during the adolescent and preadult periods. Intramurals offer an additional opportunity for realization of this objective. Washke states this very well.<sup>4</sup>

Participation in intramural athletic sports has socializing values which are not always fully recognized by school people. It is generally recognized that the "varsity" athlete develops a companionship with his fellow teammates and perhaps with his opponents in rival schools, but the number participating in the socializing experience is comparatively small. The intramural player, however, engages in many sports, participates in various contests, and establishes friendship with a large number of fellow players and opponents in his own school. In intramural sports the establishment of cordial social relations among opponents, officials, and the few interested spectators is practically inevitable.

Most school administrators would do well to make greater use of their play facilities for promoting intramural sports as an aid in attaining the social objectives in education. If people play together, they will doubtless be better able to work and live together, in and out of school.

Most of the recent criticism of athletics is really not criticism of the athletic activities. It is aimed at the administrations which place a pre-

mium on the determination to win. In intramural sports the urge to defeat opponents is materially lessened, and the realized objectives become "sports for sports' sake" and "athletics for all."

**Development of Interest and Skills.**—Usually one enjoys doing those things which he does well. Especially is this true in athletics and recreational activities. The intramural program gives a student the chance to discover and develop his skills. With these discoveries and developments there is bound to be a more permanent interest in many more activities than otherwise could be the case.

**Pleasure in Playing.**—The intramural program has little or practically no value if there is not genuine pleasure in the competition it affords. Games and activities should be of various types so that varied interests of students may be served. Make the program one which affords joyous participation.

**Integration with the Physical Education Program.**—Intramurals should be a part of the physical education program. There should be definite correlation between the skills in physical education classes and in intramural games and contests. Intramurals, however, should be on an elective basis.

**Relation with the Interschool Athletic Program.**—As stated previously, the interschool program should be the outgrowth of the intramural program. When this is realized, each is a contributing factor to the success of the other. Inevitably, varsity players will be "discovered" through their intramural competition. Thus, varsity competition may be the goal of some who take part in intramural play, but it should not be the dominant one.

### Administration of Intramural Athletics

Some of the major problems involved in the administration of an intramural athletic program are discussed briefly

below. Naturally, the administrative details will vary according to the size and plan of organization of the school itself. They will be quite different in a school of a hundred students or less from the setup in a school with several hundred or a few thousand boys and girls in attendance. Again, available facilities and faculty personnel will be most important factors.

**Responsibility.**—Preferably there should be someone in charge of the intramural program who does not have the major responsibility of coaching an interscholastic team. It is realized that this policy may not be possible in many small schools. If not, then the faculty member in charge should be impressed with the fact that the intramural program is of equal importance with the interscholastic competition. The purpose in recommending that the person in charge of intramurals not be a major interscholastic coach is to more nearly insure that interscholastic interests will not overshadow intramurals. It is advisable to have an intramural athletic council in a school, with a substantial number of its membership composed of students. The principal and the director of intramural athletics should be permanent council members, with one or two additional faculty members being asked to serve for annual or staggered two-year terms. The intramural director should be the executive in active charge of the program. He should be a member of the physical education staff, if possible, and be aided by faculty and student manager assistants.

**Organization.**—Units of organization will vary with school organization. Class, homeroom, gymnasium class squads, clubs, color groups, study groups, and the like, are possible units to serve as a basis for competition. Where the competition can be based on other than class teams it usually is more desirable because there is greater equity in competition. Often it is desirable to select teams using a

coefficient involving an age, weight, height, or grade combination, or some one of them. Even strength of teams is almost essential to the success of intramurals just as it is in other types of competition. As far as possible the intramural program should be a part of the schoolday program. Many times an activity period during the day makes it possible to play intramural contests then. Noon hour periods may be used for the less strenuous activities, and in some cases the school day is lengthened by the addition of an extra class period. Evening, Saturday, and late afternoon periods usually are not satisfactory.

**Program of Activities.**—An intramural athletic committee of the Michigan High School Athletic Association has set up the following lists of seasonal activities from which selections may be made:<sup>5</sup>

#### SENIOR HIGH SCHOOL BOYS

##### *Fall*

Archery	Golf	Speedball
Cross-country	Horseshoes	Swimming
Football	Playground ball	Tennis
Football field meet	Soccer	Touch football
		Volleyball

##### *Winter*

Badminton	Handball	Skiing
Basketball	Ice Hockey	Swimming
Bowling	Ping pong	Track activities
Boxing	Relay carnivals	Twenty-One
Foul shooting	Shuffleboard	Water polo
Gymnastics	Skating	Wrestling

##### *Spring*

Archery	Horseshoes	Tennis
Baseball	Playground ball	Track activities
Golf	Swimming	Volleyball

<sup>5</sup> Michigan High School Athletic Association *Bulletin*, Intramural Activities Number (April, 1932), *loc. cit.*, pp. 263-264.

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## SENIOR HIGH SCHOOL GIRLS

### *Fall*

Archery	Handball	Speedball
Deck tennis	Horseshoes or quoits	Swimming
Fieldball	Newcomb	Tennis
Field hockey	Playground ball	Volleyball
Golf	Soccer	

### *Winter*

Archery	Fencing	Shuffle board
Badminton	Foul shooting	Skating
Basketball	Handball	Skiing
Bowling	Ping pong	Stunts
Deck tennis	Quoits	Swimming
		Twenty-One

### *Spring*

Archery	Handball	Sixty-yard dash
Deck Tennis	Horseshoes or quoits	Soccer
Fieldball	Hurdles, 17" to 24"	Speedball
Field hockey	Newcomb	Swimming
Golf	Playground ball	Tennis
		Volleyball

## JUNIOR HIGH SCHOOL BOYS

### *Fall*

Archery	Playground ball	Swimming
Golf	Soccer	Tennis
Horseshoes	Speedball	Touch football
		Volleyball

### *Winter*

Basketball	Handball	Skating
Boxing	Ice hockey	Swimming
Foul shooting	Ping pong	Twenty-One
Gymnastics	Shuffleboard	Wrestling

### *Spring*

Archery	Hit-pin ball	Swimming
Fieldball	Horseshoes or quoits	Tennis
Golf	Newcomb	Track activities
		Volleyball

## Intramural Athletics

## JUNIOR HIGH SCHOOL GIRLS

*Fall*

Archery	Horseshoes or quoits	Paddle tennis
Field ball	Kickball	Schlagball
Golf	Kick-pin ball	Swimming
Hit-pin ball	Newcomb	Tennis
		Volleyball

*Winter*

Archery	Ping pong	Skiing
Basketball	Quoits	Swimming
Foul shooting	Shuffleboard	Twenty-One
Newcomb	Skating	Volleyball

*Spring*

Archery	Horseshoes or quoits	Schlagball
Field ball	Kickball	Swimming
Fifty-yard dash	Kick-pin ball	Tennis
Golf	Newcomb	Volleyball
Hit-pin ball	Paddle tennis	

**Eligibility.**—In general, there should be as few as possible, and preferably no, eligibility regulations in effect for participation in intramural athletic activities. The only exceptions might be those pertaining to violations of discipline rules of the school and the requirement that all contestants must have successfully passed physical examinations. In no sense of the word should rules of scholastic eligibility, as they apply to interschool games, be effective for intramurals. Such a policy would defeat the aim of having as nearly 100 per cent participation as possible. Individuals who are varsity letter winners in one sport should not be allowed to compete in intramurals in that activity unless their participation does not prevent any other high school student from taking part in that sport. At the same time intramural competition should be equitable.

**Awards.**—It does not seem necessary or desirable that individual awards be given for intramural competition. In intramurals the competition should be for the pleasure of playing, not for an award, be it of little or considerable in-



trinsic value. It is suggested that points be allowed for individual or team competition which might lead to the awarding of an individual school letter or a unit trophy, provided that a sufficient number of points are earned. This should result in a wider range of activities on the part of individuals or units.

**Intramural Competition.**—Most intramural competition is arranged so that round robin schedules may be played. This allows for a maximum amount of competition. In such cases, generally, it is desirable to set up leagues of not more than eight teams each because, with more teams than this number, competition is likely to be quite drawn out with consequent loss in interest. If additional competition is necessary, another round may be played, and so on in order to provide as much competition as is desirable. With a large number of teams it usually works out well to arrange for play-offs between league winners and often runners-up are included in the post-league competition. Table 17 is a schedule for round robin competition for teams up to and including eight in number.

Another type of competition is single or straight elimination. In this scheme of play the number of byes must be known before competition starts, in order that all of them may occur in the first round. Entries first should be numbered. The bracket must be arranged for 4, 8, 16, and so on in geometric progression, the byes being arranged to fill out the bracket to the next greater number in the progression. To illustrate, suppose there were eleven entries. The bracket would be for 16 teams, the next greater member in the progression above 11. There will be 5 byes, two at the top and 3 at the bottom of the bracket. If the number of byes is even, there is an equal number of them at the top and bottom of the bracket. If not, the extra bye is placed at the bottom. An illustrative eleven-team single elimination bracket is shown in Table 18 (page 351).

TABLE 17  
ROUND ROBIN SCHEDULE

	3 Teams	4 Teams	5 Teams	6 Teams	7 Teams	8 Teams
First date games	1 plays 2 3 bye	1 plays 2 3 " 4	1 plays 2 3 " 4 5 bye	1 plays 2 3 " 4 5 " 6	1 plays 2 3 " 4 5 " 6 7 bye	1 plays 2 3 " 4 5 " 6 7 " 8
Second date games	1 plays 3 2 bye	1 plays 3 2 " 4	1 plays 3 4 " 5 2 bye	1 plays 3 2 " 5 4 " 6	1 plays 3 2 " 5 4 " 7 6 bye	1 plays 3 2 " 4 5 " 7 6 " 8
Third date games	2 plays 3 1 bye	1 plays 4 2 " 3	1 plays 4 2 " 5 3 bye	1 plays 4 2 " 6 3 " 5	1 plays 4 2 " 6 3 " 7 5 bye	1 plays 4 2 " 3 5 " 8 6 " 7
Fourth date games			1 plays 5 2 " 3 4 bye	1 plays 5 2 " 4 3 " 6	1 plays 5 2 " 7 3 " 6 4 bye	1 plays 5 2 " 8 3 " 7 4 " 6
Fifth date games			2 plays 4 3 " 5 1 bye	1 plays 6 2 " 3 4 " 5	1 plays 6 2 " 4 5 " 7 3 bye	1 plays 6 2 " 5 3 " 8 4 " 7
Sixth date games					1 plays 7 3 " 5 4 " 6 2 bye	1 plays 7 2 " 6 3 " 5 4 " 8
Seventh date games					2 plays 3 4 " 5 6 " 7 1 bye	1 plays 8 2 " 7 3 " 6 4 " 5

A double elimination or double "knockout" schedule is seldom used unless the number of teams or individuals is small, usually eight or less. It provides a maximum amount of tournament play because two defeats are necessary before a team is eliminated. With an eight-team entry the schedule as included in Table 19 is operative. If there are only

TABLE 18  
SINGLE ELIMINATION BRACKET

First Round	Second Round	Third Round	Fourth Round	Championship
1. Bye )	A			
2. A )		A		
3. Bye )	K			
4. K )			H	
5. B )	J			
6. J )		H		
7. D )	H			
8. H )				H
9. E )	C			
10. C )		C		
11. Bye )	F			
12. F )			C	
13. Bye )	I			
14. I )		G		
15. Bye )	G			
16. G )				

seven teams there is a bye in Game 4, and this bye is carried into Games 6 or 8. If there are only six teams, byes obtain in Games 1 and 4 and then are carried into Games 5, 6, 7, and 8. Teams should be given letters A to H. Draw them from the hat and follow the schedule listed in the table. This procedure will bring the two winners into the finals, all losers having been defeated twice.

TABLE 19  
DOUBLE ELIMINATION SCHEDULE (8 TEAMS)

Game	1—A plays B	Game	2—C plays D
"	3—E " F	"	4—G " H
"	5—Loser game 1 plays loser game 2	"	4
"	6— " " 3 " " 4	"	2
"	7—Winner " 1 " winner " 2	"	4
"	8— " " 3 " " 4	"	7
"	9— " " 5 " loser " 6	"	8
"	10—Loser " 8 " winner " 10	"	12 (winner is champion; loser is runner-up)
"	11—Winner " 7 " " 8	"	12 (winner wins 3rd place; loser wins 4th place)
"	12— " " 9 " " 10		
"	13— " " 11 " " 12		

In addition to the types of competition discussed here there are the ladder and pyramid tournaments as well as consolation series of eliminations. Ladder and pyramid tournaments work better with individual competition. A player challenges one directly above him on the ladder after drawings have been made. In order to advance, a player must defeat the one above him, in which case their names change places on the ladder. In a pyramid tournament a player may challenge anyone in the same horizontal row with his name. The successful one in the match may challenge anyone in the row above him. There is almost an unlimited amount of competition provided in the ladder and pyramid arrangements and sometimes so much that interest is lost because of the inability to conclude it. A consolation tournament simply is matching first-round losers in a straight or single elimination bracket; then a procedure identical with that shown in Table 18 is followed.

### **Suggested Intramural Policies and Practices**

As a check list for the conduct of the intramural athletic program, the following suggested policies and practices are included. It may not be possible to realize them in all schools or under all circumstances, but at least they may provoke thought or provide policy stimulation.

1. The intramural program should be an integral part of the physical education program.

2. There should be a director of intramural athletics whose chief interest is the development and administration of these activities.

3. The intramural program should be dignified by its regularity, completeness of schedules, and definiteness of policy.

4. An intramural athletic council should exist in the school.

5. The cost of intramural athletic supplies should be met by the board of education.

6. The local school paper should give an appropriate amount of space to intramural activities.

7. Constant emphasis should be placed on the parity of intramural and interscholastic activities.

8. Keep the school-patron public informed concerning the scope, size, and objectives of the intramural program.

9. No matter how small the school, there is a place for intramural athletic competition in it.

10. Combine the intramural and physical education activities as far as possible but maintain intramurals on an elective or voluntary basis.

11. Use the intramural program as a method of fixing health habits in the lives of participants.

## CHAPTER XIV

# Athletics for Girls

### General Criticism

Consideration of the subject of girls' athletics is included in this discussion because in many schools it is a part of their general athletic program. There are decided differences of opinion as to the place, if any, which an interscholastic athletic program for girls should have in present-day high schools. The greatest amount of interschool competition for girls remains in the smaller high schools of the country, those pretty largely rural in nature. The objections most frequently heard are leveled against the manner in which the present program is conducted rather than against the policy of competition between girls. In discussing the problem of athletics for girls and the differences in opinion regarding it, William and Brownell make the following comment:<sup>1</sup>

Widespread differences of opinion exist relative to athletic competition for girls. At one extreme, there are those who favor an interscholastic program of sports for girls which would approximate the type of organization found in the average boys' senior high school. At the other extreme we find a group which contends that competition for girls should be restricted to participation in social games with the "desire to win" element largely removed. Between these two points of view there are many variations, concerned primarily with such factors as: The extent of competition to be permitted; adequate control over such functions; teams coached by well-trained women; games conducted by com-

<sup>1</sup> J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, pp. 424-425. Philadelphia: W. B. Saunders Company,

petent women officials; girls' contests not to be used as an added or preliminary attraction for boys' games; provision for the athletic participation needs of the average girl who lacks the unusual skill required for school teams; and other problems of similar nature.

No condemnation of competition for girls is intended here, but definite objection will be taken to some of the present practices followed. Views of prominent leaders in the field of physical education and women's athletics will be presented in order to show trends in thought. Suggestions as to substitutes for present objectionable practices also will be presented.

### Viewpoints of Leaders and Organizations

**An Athletic Platform.**—The Women's Division, National Amateur Athletic Federation of America, is an organization representing a great many girls and women, many of whom are beyond high school age. During 1937-1938, however, several state high school athletic associations became members of this organization and endorsed its general objectives to promote:<sup>2</sup>

Athletic activities for all girls and women, suited to the individual's age and capacities;

The individual enjoyment of sport and the development of sportsmanship and character rather than competitive athletics which stresses the enjoyment of spectators or the athletic reputation or gate receipts of institutions or communities;

Publicity and awards which emphasize the sport and its values rather than competitors;

The use of medical examinations, "follow-up" and supervision as the basis for participation in athletic activities and the training and employment of women leaders qualified to assume responsibility for the physical education and recreation of girls and women.

The purpose of mentioning and quoting from the Women's Division is to present the attitude of a national organization

<sup>2</sup> Resolution of Standards of the Women's Division, National Amateur Athletic Federation, adopted by numerous state high school athletic associations.

itself regarding competition in athletics by girls and women. From allusions in the preceding resolution it is apparent that this organization recognizes that there have been attendant evils in previous types of girls' athletics. Against these it is taking its stand. The Women's Division has gone further and published its platform in which it states its specific aims.<sup>3</sup>

#### OUR PLATFORM

1. Promote such programs of athletic activities for all girls and women as shall meet their needs, and as shall stimulate interest in activities that are suited to all ages and capacities.

2. Promote competition that stresses enjoyment of sport and the development of good sportsmanship and character rather than those types that emphasize the making and breaking of records and the winning of championships for the enjoyment of spectators or for the athletic reputation or commercial advantage of institutions and organizations.

3. Promote interest in awards for athletic accomplishment that have little or no intrinsic value.

4. Promote educational publicity that places the emphasis upon sport and its values rather than upon the competitors.

5. Promote the use of suitable costumes for athletic activities.

6. Promote the provision of sanitary and adequate environment and facilities for athletic activities.

7. Promote the apportionment of adequate time allotment for a physical education program such as shall meet the needs of the various age groups for growth, development and the maintenance of physical fitness.

8. Promote the training and employment of women administrators, leaders and officials who are qualified to assume full responsibility for the physical education and recreation of girls and women.

9. Protect the health of girls and women through the promotion of medical examinations and medical "follow-up" as a basis for participation in athletic competition, and of a system of supervision that shall assure a reasonable and sane attitude toward participation in activities at times of temporary physical unfitness.

10. Protect athletic activities for girls and women from the dangers attendant upon competition that involves travel, and from their commercialization by interest in gate receipts.

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<sup>3</sup>*Play for Girls* (pamphlet). New York: Women's Division, National Amateur Athletic Federation, 303 West 42 Street. This platform was adopted at Detroit, April, 1931.



11. Promote the general adoption of approved rules for the conduct of athletics and games for girls and women.

12. Promote the study of the existing rules of all sports to the end that they may be changed to meet the specific needs of girls and women.

In order that there might be no misunderstanding regarding what was meant by the word "competition," it has been clarified by Agnes Wayman, chairman of the Executive Committee of the Women's Division.<sup>4</sup>

The Women's Division believes wholeheartedly in competition. It believes that competition is the very soul of athletics, of sports and of games, and that without it they could not exist. What it disapproves of is the intense highly specialized type of competition such as generally prevails when we have programs of interschool and intergroup competition, open track meets, open swimming meets and certain types of tournaments with important championships at stake. The danger in connection with these events lies not so much in the competition itself as in the emphasis which is placed upon winning and which makes that the paramount issue. The danger further lies, not alone in the competition at the actual time of the game or meet, but in the whole process which produces the few experts who battle for supremacy. The same opportunities for over-emphasis on winning might exist in an intramural program, but are not so likely, as the stakes are not so large. Too often the few have been developed at the expense of the many as well as at their own expense.

The Women's Division has two big missions:

First to encourage the promotion of sports and games for all girls and women.

Second to establish such ideals and principles in connection with sports and games as will make it certain that these sports and games are being wisely chosen, wisely promoted, and wisely supervised.

It wishes to encourage a nation-wide opportunity for competition for girls with the emphasis upon participation rather than upon competition. It looks toward the development of play among girls and women on a nation-wide basis. It does not feel that for the school girl or the college girl, or for girls of like age, the intense, intercompetitive system is productive of better girls or better women. This does not by any means mean that it disapproves of two schools or colleges or communities meeting occasionally in friendly rivalry providing the girls and the activity have been properly safeguarded. But this should be the ex-

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<sup>4</sup>Agnes R. Wayman, *Competition*, New York: Women's Division, National Amateur Athletic Federation, July, 1932.

ception, not the rule, with emphasis upon the social side and not upon the championship.

In furthering its ideals and principles, it offers the "Play Day" as now being worked out and experimented with all over the United States, as the type of event in which several schools or colleges or clubs or organizations living within commuting distance might meet on a friendly basis for Play, with emphasis upon Play with us not against us. Such an affair might include land and water sports, and both less highly and highly organized games and sports. "A Game for Every Girl and Every Girl in a Game" would place the emphasis where it belongs, less upon winning and more upon participation; less upon "beating someone" and more upon achievement.

### **Standards for Organization of Competitive Activities.—**

One of the most comprehensive publications concerning standards in athletics for girls has been prepared by the committee on standards of the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation (formerly American Physical Education Association). This committee has considered the program, the leader, and the participant in their relation to the general program. Following will be found quotations from the section of the publication dealing with the organization of competitive activities:<sup>5</sup>

The element of competition, present in all organized group play, should be treated as the most constructive factor in the experience of the player. Activities should be organized to allow the free and fair operation of the competitive factor, and to prevent its destructive or one-sided effects. The outcomes of competition are determined, not by what is played, but by the way it is played. There can be no hard and fast classification of activities or even of the organization of activities which will guarantee desired results. The common distinction between intramural as a safe organization of activities, and inter-team or inter-institutional as unsafe does not hold in the face of facts. All of the vicious aspects of competition may be present in the most circumscribed scheme of play. Correspondingly, local factors may make it both sensible and desirable to organize competition with outside groups, even at

<sup>5</sup> *Standards in Athletics for Girls and Women*, pp. 25-28. Washington, D. C.: National Section on Women's Athletics, American Association for Health, Physical Education and Recreation, 1937.

some distance from home territory. The only fixed guides to constructive competition are that the program of athletics shall offer equal opportunity to all in terms of individual ability, that it shall be wide in range rather than centered in one activity, that it shall be adapted to the needs and interests of the participants in every respect, and that it shall be honestly and expertly led.

One aid in ensuring a well conducted competitive program is the utilization of the many methods of organizing competition. Any standard text on athletics will provide directions for organizing such types of competition as ladder, round robin or percentage, elimination, and consolation tournaments. There are a variety of kinds of activities which lend themselves, not only to track and field events in which they customarily take place, but to any standard competitive game or sport. Playdays in which teams are broken up by an interchange of players thus reducing the competitive element, or sport days where teams are kept intact, may be organized to provide a day's competition conducted on a cumulative point basis and involving many sports. Sports days where several teams, kept intact, compete in one sport for a cumulative point score by which one school or group wins or loses, are also useful.

On the inter-team or inter-institutional basis, telegraphic meets in which scores are compared by wire, and invitational meets involving the coming together of teams, may be used. A scheme of organization such as a league or series, in which a succession of scheduled contests is held offers the most intensive type of competition. The repeated encounters and the intense interest in final events in the series build up correspondingly strong feeling.

No one type of competitive organization may be designated as the approved form. Any or all of the common types of organization have their appropriate uses. In any scheme or organization, the criterion will be the success with which the possibilities and dangers of the situation are foreseen and utilized. The difference between a single amateur game between fellow players and the most critical of final contests in a series is one of degree, not of kind. In the well conducted program of athletics, those types of organization which will yield the greatest number of desirable outcomes will be the ones selected.

**Guide Posts to an Athletic Program.**—To continue the presentation of national viewpoints regarding athletic competition for women and girls, the attitude of the Department of School Health and Physical Education of the National Education Association is included. It sets up a number of factors that should be considered in the establishment of a

girls' athletic program which sometimes are overlooked. The suggestions apply equally to the physical education, intramural, or any other type of girls' athletics in which a school might engage.<sup>6</sup>

GUIDE POSTS TO AN ATHLETIC PROGRAM WHICH  
PROMOTES PHYSICAL, MENTAL AND SOCIAL GROWTH

Every girl finds something in the program which gives her an opportunity to play an active and satisfying part.

All competitors show a keen enjoyment when they participate.

The games are not planned and carried on for:

The enjoyment of spectators.

The reputation of the school.

Gate receipts.

The games are planned and carried on for the benefit of the individual girl. For her:

Physical development.

Mental stimulus.

Enjoyment in action.

Development of sportsmanship.

Awards of no intrinsic value, such as ribbons or certificates, instead of valuable rewards, such as medals, pins, sweaters, and so forth, are given.

Publicity emphasizes the sport and its value, rather than the competitors and the school. If photographs are used, they include the whole team rather than a star performer.

Environment and facilities are sanitary and adequate, that is, clean, light and sunny, free from dust, room to play the game according to the rules, room for enough games to take care of all children.

An adequate time allotment which takes into account the necessity for shower and change of clothing is made.

Women are employed who not only understand the games and are able to play well themselves, but who are leaders and educators able to take full responsibility for organizing, teaching and supervising the activities.

Each girl should have a health examination and follow-up; the examination should include heart, lungs, urinalysis, feet, eyes, menstrual function, teeth, skin, throat and weight. It should be given by a licensed physician, preferably a woman. If a girl is found to have some abnormal condition, the character and amount of exercise should be adjusted.

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<sup>6</sup> *Athletics for Girls*, p. 11 (bulletin), Department of School Health and Physical Education, National Education Association, 1933.

If players show signs of over-fatigue or if they lose weight continuously, they should be excused from the program until the family or school physician has been consulted. All students returning to school after an illness, should secure permission from a physician before taking part in athletic activities.

A reasonable attitude is shown toward participation during times of temporary physical unfitness. No blanket ruling is sane. It is a safe precaution for a girl to keep out of vigorous athletic sports during menstruation. She is better, however, for some exercise, particularly out-of-doors, unless her condition is abnormal.

An interest is aroused in the games among the home school teams by means of a well organized intramural program.

Girls' Rules are used in all games having two sets of rules.

**Physiological Considerations.**—The comment regarding athletics for girls thus far has been general and has included numerous reasons why their athletic activities should be carefully supervised and directed. Mention has been made of physiological differences between boys and girls which must be considered in participation by the latter in an athletic program. There is nothing inherently wrong in competition. The problem is to so arrange the competition that it is beneficial to all concerned. In adopting a competitive program the general physical make-up of participants is an important factor. Boys of certain physical types play football, other distinct physical groups are sprinters or distance men, or they enter weight events. To a greater extent, activities should be adapted to girls because differences in their anatomical and physiological make-ups are greater than those in boys. It is thus more difficult for them to choose sports on the basis of superficial or natural selection. Miles points this out.<sup>7</sup>

1. The construction of the female pelvis is shallow, broad, loosely hung and not suited to pushing, lifting and so forth.

<sup>7</sup> Caswell M. Miles, *Play and Recreation for Children and Adults*, p. 104. Physical Education and Recreation Bulletin, Book VI, The University of the State of New York, Albany, 1936.

2. The female must, because of her reproductive functions, expect to be physiologically different from the male and more restricted.

3. While women of today engage in business and professional life and marry later, they still marry, keep house and have children and will probably continue to in spite of economic stress and scientific inventions. Competitive athletics foster a kind of brusqueness and keenness which is not agreeable to the male of the species when carried into the home. It does not contribute to a woman's preparation for better, happier, living.

4. The strongest argument in favor of interschool and intercommunity competition for girls and women is advanced by men seeking to commercialize women's athletics. The opportunities for socialized participation so strongly emphasized by these promoters can be more fully, soundly and agreeably presented in a play day or sports day.

5. When any team is coached for outside competition, the instructional efforts and money are invariably devoted to the few skilled athletes who compose the squad. True recreation according to democratic principles of government requires a more equal distribution of opportunity.

6. Girls and women should play for the fun alone and should have activities provided for all.

**Girls' Athletics Platform of the Society of State Directors of Physical and Health Education.**—This organization is composed of the men and women who are responsible for administration of state programs of physical and health education in approximately twenty states. In numerous instances the handling of state recreation and safety programs also comes within their scope of duties. Various resolutions concerning girls' athletic problems, as they have come from practical experience, have been adopted. Those included below are significant because they concern themselves with actual school and policy situations.<sup>8</sup>

#### PLATFORM ON GIRLS' ATHLETICS

(Society of State Directors of Physical and Health Education)

1. The Society of State Directors looks with favor on steps being taken in various states at the present time toward the protection of the

<sup>8</sup> Resolutions (in part) as modified and adopted at the Annual Meeting of the Society of State Directors of Physical and Health Education, New York, December 31, 1930.

physical welfare of girl students by the drawing up of regulations which limit and safeguard competition in girls' basketball.

2. The principle that girls should participate in athletics is wise and good, but the problem is one of control and conduct. The program should include more than basketball. It should be a varied program of all kinds of sports including volleyball, captainball, dodgeball, fieldball, soccer, swimming, hiking, etc.

3. Girls' games should not be staged with boys' games. The pernicious habit of having girls' games serve as curtain raisers and as interludes for boys' games should be stopped.

4. Girls should have a program of activities that is broad and the environment in which they play and compete should be conducive to their health and well being, and no one but trained women leaders should be in charge. The great need, therefore, is for a right program under scientific leadership.

### Recommendations for Girls' Athletics

It is not sound educationally to condemn present types of athletics for girls without offering something in their place. Prohibiting the playing of interscholastic contests between girls' teams may be one way of solving the problem. New York, Nebraska, and Illinois are states which have enacted such athletic association regulations. In these states, however, substitutes have been provided in lieu of interschool games.

It is apparent that interschool competition for girls will continue in many schools for some time to come. In situations in which it is carried on in accordance with the above recommendations, the program may be very satisfactory. Again, the important considerations are the methods of administration and policies upon which the program is founded. It seems as though the preponderance of evidence is toward a modification of interschool athletic competition for girls, or its elimination entirely. There will be discussed here a few plans which have been substituted for the commonly understood interscholastic athletic program for high school girls.

**Invitational Contests.**—Invitational contests generally are not regularly scheduled ones in the sense that a complete schedule of games for the entire season is drawn up at the start. Rather, the games are somewhat impromptu and informal in nature. Often they are the outgrowth of the intramural program in a particular activity, and three or four games are played near the end of the season between nearby schools. One school invites another to send over a hockey, volleyball, or basketball team. The affair is social rather than strictly athletic. This type of competition for girls is most applicable where there are several schools in the same city or in metropolitan areas. It furnishes a stimulus for intramurals, allows a limited amount of controlled competition, and results in the games being played for the benefit of the girls themselves in the afternoon and usually before a restricted student audience. It is typically feminine.

**Intramurals.**—There is not much doubt that intramural athletics have made greater strides in girls' programs than in boys'. This has been owing in a large measure, to the fact that fewer schools have had interscholastic programs for girls. Where a few years ago regular interschool contests were played between girls' teams, now intramurals have taken their place in many schools. LaPorte says:<sup>9</sup>

The athletic program for girls should be maintained as an intramural activity supplemented by an occasional play day. Progressive educators throughout the country are frowning definitely upon organized interschool competition for girls. The majority of up-to-date schools are now following the practice of limiting girls' competition within the school. . . . All instruction, coaching and officiating should be under the direct charge of women leaders and not men. Both of these standards are frequently violated in less progressive schools but their adoption is progressing rapidly throughout the country.

<sup>9</sup> Wm. Ralph LaPorte, *The Physical Education Program*, p. 56 (prepared by The College Physical Education Association). Los Angeles: The Caslon Printing Co.,



In many small schools the point is made that there aren't enough girls for both an intramural and an interscholastic program. In such cases the girls' games usually are a part of the boys' game program, with their attendant problems and objections. In view of the fact that most interschool competition for girls still remains in the small schools, these schools should be the first to substitute intramurals or something else for it. Usually there is an insufficient number of girls to insure that enough are physically fit to compete at times of scheduled games. Men often do part, or all, of the coaching. Playing conditions at home or away often are not satisfactory in small schools. It appears much more sensible to attempt to protect high school girls from competing under unfavorable conditions by arranging a local intramural program which may be much more easily controlled. Lois Pederson Broady presents both sides of the question involving intramural and interschool competition for girls.<sup>10</sup>

1. Intramurals are democratic, including all girls in the program whether they be skilled or awkward, athletic or of less rugged ability. The timid girl who would never consider coming out for the school team, may enter into intramural games with zest and pleasure, without fear of ridicule.

2. Intramurals do not involve loss of school time for trips to other towns, which are difficult to chaperone, even under the best of conditions. Interschool games are usually played at night before mixed audiences who are far more interested in the winning or losing of the game than they are that the girls should enjoy the wholesome sport. Playing at night involves late trips back to the home town and the girls are often too fatigued to do well in the school work of the next day.

3. For health reasons, interschool games are detrimental to the girls' welfare. Strain from over-exertion to win the game; play during the menstrual period which may result in injury vital to later happiness in life, nervous excitement keyed to such a pitch as to last several days, are negative factors in health education.

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<sup>10</sup>Lois Pederson Broady, *Health and Physical Education For Small Schools*, pp. 124-125. Lincoln, Neb.: Teachers College and University Extension Division, University of Nebraska,

4. It is usually impossible to have both types (interschool and intramural) of athletic programs in a small high school. This is essentially true because (1) there is but one gymnasium for practice, and that must be shared with the boys; (2) one teacher cannot take charge of two separate activities, especially when the activities consume as much time and attention as the development of interschool teams; (3) facilities are generally inadequate.

**Play Days.**—Mention has been made of a close connection between intramural athletics for girls and athletic play days. The latter are an outgrowth of the former. What is a play day? There are two general types. In one instance students from one or more schools engage in competition in which the identity of individual schools is lost. Teams are composed of members of all the schools concerned. Usually, color, animal, or other names are selected for them. The other type of play day is one in which the play is between schools, with their identity being maintained. Varied activities take place and emphasis is placed on the social rather than championship outcomes of the day. An occasional play day between two or more schools has a valuable socializing effect on the girls who participate—it gets them acquainted with other girls; varied competition by all results from the range of activities; and such play is for the pleasure of playing, not for the benefit of an audience.

Telegraphic and postal meets culminating in play days sometimes are held. In such cases the competition is arranged so that it is in accordance with established standards. One school competes against the other for high score. This plan is especially effective in achievement standards competition.

**Girls' Athletic Associations.**—Outstanding among the substitutes for interschool athletics for high school girls has been the successful operation of state girls' athletic associations. At least three states have been pioneers in the development of this project, namely, Illinois, Nebraska, and

Kansas; and in these states the organizations are part of the state athletic or activities associations. Illinois and Nebraska do not allow any interscholastic athletic competition for girls' teams. In Kansas, schools which belong to the girls' athletic association do not compete in interschool basketball competition. In Illinois a woman is manager of the girls' association; a section of the state athletic association bulletin is devoted to girls' activities; and the state association aids in financing the girls' organization.

In general, the procedure followed is the formation of local high school girls' athletic associations which then affiliate with the state organization by payment of a small membership fee. The basis of awards is the earning of points. Local, telegraphic or postal contests and games are held, achievement standards are set up, and usually certain health standards are established whereby girls may earn points in their own schools toward state letter awards. Schools are divided into different groups, dependent, in most cases, upon the physical education facilities offered by the school; and the points a girl may earn in schools in each group are weighted accordingly. An illustration of the information used in determining classification of schools for girls' athletic association membership is shown in the Kansas application blank (see Figure 61, page 368).

The scope of activities in girls' organizations includes play days in the fall and spring; telegraphic basketball-shooting contests; track and field meets, and the like; skill tests; and a health program. Illinois also has developed the summer camp plan, with numerous camps being located throughout the state. Girls receive points for participation in these activities which lead toward the receipt of the state association awards.

In some instances, schools in states which do not have girls' athletic associations have local organizations and

The  
**KANSAS STATE HIGH SCHOOL GIRLS'  
ATHLETIC ASSOCIATION**

**Application For Membership**

For the School Year 19\_\_\_\_-19\_\_\_\_

\_\_\_\_ High School of \_\_\_\_\_, Kansas,  
hereby applies for membership in the Kansas State High School Girls' Athletic Association. It is  
agreed that the school will adopt the system of awards, apply the point system, and abide by all the  
rules as outlined in the Manual and Hand Book for 19\_\_\_\_-19\_\_\_\_

**CLASSIFICATION OF SCHOOL**

According to the Classification Scale printed on pages four and five of the Manual and Hand  
Book, the \_\_\_\_\_ High School is  
classified as follows:

1. **Required Physical Education**—  
Number of minutes per week \_\_\_\_\_; Number years required \_\_\_\_\_ Score \_\_\_\_\_  
(Multiply min. per week by yrs. required to obtain score)
2. **Elective After School Work**—  
Number of hours permitted each week \_\_\_\_\_; Number years per-  
mitted \_\_\_\_\_ Score \_\_\_\_\_  
(Multiply as in No. 1)
3. **Elective Physical Education During School Hours**—  
Number of minutes per week \_\_\_\_\_; Number years permitted \_\_\_\_\_ Score \_\_\_\_\_  
(Multiply as in No. 1)
4. **Equipment**—(Check one which applies)  
No gymnasium \_\_\_\_\_  
One gymnasium for both boys and girls \_\_\_\_\_  
One gymnasium entirely for the use of girls \_\_\_\_\_  
One gymnasium and one pool for both boys and girls \_\_\_\_\_  
One gymnasium for girls alone and pool for both boys and  
girls \_\_\_\_\_ Score \_\_\_\_\_
5. **Instruction**—(Check one which applies)  
Full time physical education instructor  
for high school only \_\_\_\_\_  
Full time physical education instructor  
for high school and grades \_\_\_\_\_  
Part time instructor employed to give  
part time to physical education \_\_\_\_\_  
Part time physical education instructor—  
volunteer \_\_\_\_\_ Score \_\_\_\_\_

Total Score \_\_\_\_\_

This places \_\_\_\_\_ High School in Group \_\_\_\_\_

I am enclosing G. A. A. enrollment fee of \$1.00 for \_\_\_\_\_ high school

Signed \_\_\_\_\_

Principal.

\_\_\_\_\_  
Director of Physical Education for Girls.

This is to be made out according to the instructions given on pages four and five of the Manual  
and Hand Book and mailed to E. A. Thomas, Secretary, Topeka.

NOTE: Schools enrolling for the first time in the G. A. A. please enclose copy of constitu-  
tion with this blank.

Fig. 61.—State High School Girls' Athletic Association Membership  
Application. (Kansas)

award school letters for proficiency in many of the activities listed above. This is an excellent plan, but the state award undoubtedly adds some incentive. Quite often such factors as scholarship, sportsmanship, posture, and adherence to health rules are factors for which points may be received. Women physical education teachers, through local girls' athletic associations, may set up these standards. When everything is considered, it seems that some form of organization for high school girls which gives them an incentive to play and at the same time betters their general health is highly desirable. It appears to have many advantages over the rather traditional types of girls' athletic competition.

### The Challenge of the Future

In concluding the discussion of girls' athletics, it should be understood that emphasis has been placed on changes in method rather than upon entire elimination. School people are making progress because they are studying all forms of athletic competition—boys' as well as girls'. We should not condemn unless we can suggest something different. With this thought in mind the following points are listed as they were made by Miss Mabel Lee in a paper before the Women's Division, National Amateur Athletic Federation at Atlanta, Georgia.<sup>11</sup>

#### The Challenge of the Future

1. Continue to place our emphasis on recreational forms for the masses.
2. Continue to stress the educational and recreational aspect of all sports for women as against spectator sports.
3. Continue to oppose the control and promotion of sports for girls and women by publicity-seeking agencies, whether they be groups of men or women.

<sup>11</sup> Mabel Lee, (University of Nebraska), "The Challenge of the Future," Women's Division, National Amateur Athletic Federation *News Letter*, No. 79, June, 1938.

4. Continue to strive for adequate supervision of sports.
5. Study our standards constantly that they may be kept ever attuned to the best educational philosophy.
6. Change our emphasis against men coaches in general to one of disapproval of those men coaches who are not trained physical educators, acknowledging that a man coach who is trained in the educational implications of his task is superior to a woman coach not so trained, i.e. place the emphasis on training rather than on sex alone.
7. Avoid duplication of effort with other organizations whose standards and aims match ours.
8. Wherever possible make our approach positive rather than negative.

Considerable thought is contained in the above quotation, and schoolmen of the nation will do well to give it their attention. Girls' athletics are and should be in the school program. The problem is one of proper administration.

## CHAPTER XV

# Junior High School Athletics

### Characteristics of the Junior High School

The junior high school development has had its greatest impetus during the last twenty-five years. It came about largely as the result of two things: first, the rapid growth in high school attendance; and second, the realization that a large percentage of those attending high school either would not finish the twelfth grade or, if they did, between 85 and 90 per cent of them would not attend college. Thus, the junior high idea was fostered in order that a new type of school could be created in which the great mass of students might be given a broader and more fundamental education than the traditional four-year high school had offered. Seventh, eighth, and ninth graders made up the new organization; thus, the later elementary and early high school traditions have contributed to it. The curriculum has been enriched, terminal courses were introduced in limited numbers, and sampling or exploratory courses were offered. In fact, much of the philosophy upon which the junior high school has been founded has been that, primarily, it is an exploratory or career-acquainting institution.

**Development of Athletics in Junior High Schools.**—As might be expected, the junior high schools in their early periods of establishment turned to the high school pattern for suggestions much more than to the elementary schools. In many cases the junior high schools became young high schools, especially during the first few years of their ex-

istence. This was especially noticeable in their athletic programs. Many junior high schools introduced the accepted athletic activities which had been sponsored for years in high schools and colleges. Junior high school football (Rugby) developed; track and field events, baseball, and basketball became parts of the interscholastic program; and junior high school swimming teams were sponsored where facilities permitted. Rules for games and sports activities were modified so they more nearly met the level of competition for students in grades seven, eight, and nine. In other words, our interscholastic program was simply stepped down from the nine-to-twelve grade level to the seven-to-nine grade arrangement, or variations of it.

During the last ten years or so questions have been raised regarding the advisability of considering the junior high school as a young high school as far as its athletic program is concerned. In this same way many educators have questioned the extent to which the traditional or senior high school should follow the colleges and universities in their athletic activities. Modifications have been forthcoming all along the line. The feeling seems to be coming more prevalent, however, that the chief athletic interest of the junior high school should be largely intramural in nature. This is because such a policy is more in keeping with the principles of the junior high school. It enables more students to play more games, to extend and broaden their interests, and to improve their skills. Moreover, it is possible to satisfy the desire of students of this age for competition if the program is handled properly.

### Interschool vs. Intramural Athletics for Junior High Schools

There are differences of opinion among physical educators and educators in general regarding the advisability of inter-



school athletics for junior high school students. Many state high school athletic associations do not recognize that there is such a thing as interscholastic athletic competition by students below the ninth grade or in schools which do not include the upper grades. A few states, Kansas and Michigan among them, have definite regulations for junior high school athletic competition. Such states have felt that it was preferable to set up standards for these schools, inasmuch as certain of them would be engaging in interschool play. As an indication of differences in opinion among junior high school men themselves relative to interschool athletics, Brammell found the following situation in 126 systems:<sup>1</sup>

Thirty-nine schools report interscholastic contests for the junior high school grades, 38 report that such contests are not allowed, and 49 schools did not specify, perhaps not having faced the issue. . . .

Some question arises concerning the desirability of encouraging interscholastic competition in athletics for junior high school pupils. Certainly much attention should be given to the matter of physical fitness, and to the selection of appropriate sports in which contests are to be held. Eligibility for competition during subsequent years in high school is also to be considered. Some schools allow interscholastic competitions among junior high school pupils, and at the same time guard against the idea of a junior high school "varsity" team. This is done by making these competitions an extension of the intramural program. For example the interschool competitions among the junior high schools of Des Moines, Iowa, are described in Bulletin No. 22 of the Bureau of Physical Education of the Des Moines Public Schools, as follows: "One school may find it desirable to invite one or more other schools to join in a play program of several sports or for one sport only. Such invitations are permitted but the teams which play are to be selected from the intramural play and there is to be no varsity team with special coaching for such contests."

From this study it appears that the schools reporting in Brammell's study were about equally divided on the matter of interscholastic games for junior high school. That study

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<sup>1</sup> P. Roy Brammell, *Intramural and Interscholastic Athletics*, U. S. Department of Interior Bulletin (1932), No. 17, Monograph No. 27, p. 72-73.

was published in 1932, and it is safe to say that since then there has been a gradual decrease each year in the number of junior high schools sponsoring complete interscholastic athletic programs. Much of this change in policy has come about as the result of rechecking the objectives of the junior high school. It is felt that intramurals offer broader opportunities for growth than does a concentrated program of interscholastic activities. Most significant among the recent expressions of opinion regarding interscholastic athletics for junior high school students is the action taken by the American Association for Health, Physical Education, and Recreation.<sup>2</sup>

Inasmuch as pupils below the tenth grade are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, partial ossification of bones, mental and emotional stresses, physiological readjustments, and the like, be it therefore resolved that the leaders in the field of Physical and Health Education should do all in their power to discourage interscholastic competition, at this age level, because of its strenuous nature.

Be it further resolved that where school systems continue to foster a program of interscholastic sports competition for pupils below the tenth grade, that they be urged to limit it to pupils who are physiologically mature as measured by roentgen pictures of the degree of carpal bone ossification, advanced chronological age plus beard growth, or some other such indication of physiological maturity.

This action taken by recognized leaders in the field of physical and health education and recreation should bear considerable weight because its chief consideration is the physiological aspect of the problem. Again it is not an attack against competition but against some of the circumstances under which competition is conducted for children of this age and grade range.

**Administrative Problems.**—In any school the problem of administering the athletic program is a major one. The junior high school situation is no exception. One of the

most difficult considerations, is that of equipment. Boards of education, as a rule, do not subsidize the interscholastic athletic program in such schools to any greater extent than they do in senior or four-year high schools. In general, public support is limited because of lack of interest in outcomes of junior high school games; thus, contest attendance by adults is comparatively small. This means little revenue with which to conduct the program. Nearly all physical education authorities are opposed to junior high school football (Rugby) and this adds to the difficulty of securing revenue. It is difficult to arrange schedules so that proper playing time is available. Generally it is recommended that interschool games, if played, not be held in the evening. In case they are, no overnight trips are to be allowed if the usual recommendations are followed. This causes difficulty because of interference with school time if distances to be traveled are involved.

**Coaching of Teams.**—The coaching of teams is another problem because available men on the physical education staff usually are busy with intramural activities. Frequently it is difficult to secure the place and time to arrange for “varsity” practice during and after a busy school day. As stated above, there is likely to be interference with the intramural program if there is an extensive interschool athletic set-up. If it is possible to make the interscholastic activities the outgrowth of the intramural program and to limit the contests to a few in number, it should be possible to harmonize the two so that neither the services of the coach nor facilities are unreasonably usurped for interscholastics.

There is another phase of this entire program which varies in different localities, that must be kept in mind. Sometimes the claim is made that junior high school boys are bound to be engaged in some type of competition; hence, it is desirable that it be under the direction of school authorities.

There is considerable merit in this position. If a school is one of several in a city or metropolitan area and if it has a tradition or feels that interschblastics will fill a need additional to its intramurals, then, possibly, they have a place in its program. There also are instances where informal "challenge games" are played. Many such schools, however, spend all their energies in developing a well-rounded junior high school intramural program with outstanding success.

**Some Program Principles for Junior High School Athletics.**—It is generally recognized that the purposes and accomplishments of the junior high school differ considerably from the traditional high school, as far as most students are concerned. Junior high schools are composed of younger students, for many of whom the school is their terminal in formal education. Since there is a common conception that education is life rather than a preparation for life, it is obvious that the junior high school athletic program has great possibilities of service toward this objective. Boys and girls of the junior high school age are in the period when co-operation, team play, and organization are more prominent in their thinking than when they were in the elementary schools. Junior high schools have made much of these factors and rightly so. Since they are so important, the opportunity to share in them should be afforded as many students as possible through a broad athletic program which is largely, if not entirely, intramural. In considering objectives of the junior high school in relation to its athletic program, a committee of Michigan junior high school principals formulated the following:<sup>a</sup>

<sup>a</sup> "Guiding Principles For An Athletic Program in Junior High Schools in Michigan," Michigan High School Athletic Association *Bulletin*, December, 1929, p. 13.

### Guiding Principles for an Athletic Program in Junior High Schools

Athletics exist for the sole benefit of boys and girls who participate in them.

Athletics exist to keep alive the fun-spirit of youth; to provide a vigorous type of recreation in which abide pleasure, happiness and joy; to prolong the playtime of youth and preserve the joyous zest of living.

Athletics exist to contribute to a healthier type of citizen—the building of sound bodies, the disciplining of character, development of personality and leadership and the stabilizing of emotional control.

Athletics should offer a broad and diversified program of activities which are adapted to the immediate and future needs of the individual boy or girl.

In order to test the types of activities to comprise such a program constant experimentation is needed on every playground and athletic field.

In addition to remaining a place for fun-getting, the playground should become a laboratory in trying out the possibilities which inhere in each new type of activity or sport; and for the individual to discover his or her own interests, abilities, and skills in a wide range of activities.

Because the traditional program of athletics is narrow in scope, specialized in its practices, and fails to meet the needs of the majority of students, it cannot be accepted as a pattern for the construction of a junior high school athletic program.

That form of athletics is best for a student which most satisfies his needs. This principle abolishes the distinction between majors and minors in athletics and places all sports on the same level of importance to the participant and to the school.

The keynote of junior high school athletics is participation-by-all, participation in the games on the field and not on the side lines and the bleachers.

To this end, each school should construct a comprehensive intramural athletic program which will make the slogan "Every Pupil on a Team" easy of achievement.

In this type of athletic program interscholastic teams and interscholastic contests assume a secondary importance.

In this type of program those games which have a high "carry-over" power—games which can be played long after graduation and into adulthood—should be featured: tennis, golf, archery, hand ball and swimming are only a few examples.

If a program of educational guidance were established in each school and faculties understood and accepted the peculiar purposes of our separate institutions; if pupils were correctly assigned to curricula and

courageously readjusted when deemed wise, the problem of scholastic eligibility would vanish from athletics, from the school, and from the home.

### General Recommendations

The junior high school athletic program, like that in any high school, may be both a blessing and a detriment. Its general policies and the administration of them are the factors which will determine the contributions it will make to the boys and girls concerned. It is essential that policies be well understood and followed within local schools. Since junior high school organization is more common in larger cities, it is imperative that a general school system policy regarding athletics be formulated. If all activities are to be intramural that policy should be understood. In the event that there are to be both intramural and interschool contests, such procedures should be well defined. It is practically impossible to conceive how there could be only interschool contests with no intramurals in junior high schools. In city systems it seems desirable that the supervisor of physical education be in general charge of the athletic programs of all the junior high schools concerned. The policy-making body, of course, would be the school administration heads supplemented by the physical education staffs in each school. Physical education men and women should have supervision and direction of the program in their respective schools.

In concluding the discussion of the junior high school athletic program there are listed below several policy-making considerations. Circumstances vary in different schools and in different parts of the country. Density of population, proximity of schools, size of enrollments, and racial or other characteristics of student bodies all are determining factors in the establishment of athletic as well as general educa-

tional principles. It is with these variations in mind that these alternatives are offered for consideration.

**Intramurals.**—The first recommendation is that junior high school athletic programs be intramural in character. Both boys and girls may be served equally if this policy is adopted. It will acquaint and expose large numbers of students to new games. The services of physical education instructors and school facilities will be available to all.

**Intramurals with a Few Interschool Games.**—This policy is a continuation of the intramural program. It may be worked out in cities where there are several junior high schools. Long trips and night games should be avoided. Interschool games, if played at all, probably should come at the end of the season as a possible recognition of intramural prowess.

**Point and Award Systems.**—Most educators are opposed to an extensive system of awards for athletic competition, and rightly so. They are not advisable or necessary. In many instances, however, a point system which is a part of the general physical education and intramural program is beneficial. A school letter award of no intrinsic value will suffice. It is a record of achievement rather than reward for services. Boys and girls of junior high school age are interested in such acknowledgments, and well-organized point systems are excellent substitutes for interscholastic competition.

**Play Days.**—Where junior high schools are located favorably there have been very successful play days arranged. Again, these are extensions of the intramural program and have the added advantages inherent in guest-host school relations. With boys it may be more desirable to maintain school identities in team competition, but that is not so important in girls' games. Make the occasion one of social

and sportsmanship importance and competition *with* the other school rather than *against* it.

It is not to be inferred that the reasons advocated for an intramural program as the basis for junior high school athletics are a condemnation of interschool games. They are different types of competition and serve different ends. It seems more desirable to postpone interscholastic competition to a period in a child's life later than that while he is in junior high school. The point might be raised that interschool competition will not be realized by many junior high school students because they will not attend high school. That is true; but, of the two, it seems more desirable that such students have many varied experiences in athletic competition in intramurals rather than concentration in one or two activities which are interscholastic in nature. The whole point is that concentration should be on intramurals in the junior high school, with interschool games, if played, being incidental.



## CHAPTER XVI

### Trends in High School Athletics

To prophesy as to developments in any field of endeavor over a long period of years usually is hazardous for the prognosticator. To review the past for quite a length of time and then to point out significant happenings which may be considered trends is not so risky. That is the purpose of this chapter, which may be somewhat of a review of those preceding. Conclusions drawn and inferences made are based on developments which actually are taking place, or they are conclusions that have been included in the policies and programs of national authorities. They may be of interest and value to the men and women in high schools who have, or will have, the all-important jobs of directing the athletic activities of millions of American boys and girls.

**Permanence of Athletics.**—It is a truism that nothing mortal is permanent. But, in the sense that we consider permanence, it seems safe to say that competition will be as nearly permanent in American life and tradition as anything we have. When we take competition out of business, out of our individual achievements, out of our very lives, we will indeed cease to be Americans in the generally accepted sense of the word. In play and recreation we are bound to have competition and in competition we have athletics. They are inseparable. Equality of opportunity and competition

<sup>1</sup> From an address delivered in Bloomington, Illinois, before the Illinois Schoolmasters Club, February 26, 1925.

are the essence of our educational system. Fielding H. Yost says: <sup>1</sup>

It is, then, in the building of men that competitive sport displays its real significance. I am convinced that because of properly supervised athletics, there are more men in the world than there otherwise would be, who measure up to the standard of true manhood.

The emphasis made by Yost hasn't changed during the years since these statements were made. They are truer than ever today. It behooves those in charge of athletic programs to see that the right kind of opportunities for competition are provided. For most boys and girls these opportunities will be intramural. For some they will be inter-school. Many will be "spectator competitors." They all have their places in the general scheme of things in the athletic as well as in the educational patterns. Regimentation has not progressed to any great extent in those countries whose people engage in competitive athletics.

**Place of the National Federation of State High School Athletic Associations.**—The National Federation seems destined to increase its scope of influence in the future. It has great possibilities as a coördinating organization in unifying standards for control of high school athletics in the various states. The organization doesn't seek to usurp local state association powers. It should concern itself with the formation of public opinion throughout the United States as to what the educational outcomes of high school athletics ought to be. It has more potential possibilities in this field than in any other. When one realizes what the combined judgments of schoolmen in three-fourth of the states of this nation might be, one sees that the possibilities of making interschool athletics really educational are unlimited.

**Values of State Associations.**—Properly organized and controlled, state athletic and activity associations may be the guarantee that athletics will achieve the educational

goals for which they are intended. It seems desirable that such organizations have definite connection with state education departments, or at least the physical education divisions of them. There is somewhat of a trend toward the development of state activity associations which control other programs as well as athletics. These seem to be performing satisfactory services in those states where such supervision is desired.

**Age Limits for Competition.**—There is increased interest in fixing both maximum and minimum age limits outside of which a student may not compete. Such regulations protect individual competitors as well as those against whom they compete.

**Number of Season Contests.**—Annually more states are limiting the number of regular season contests which schools may play. This policy has been inaugurated because local pressure in some communities has resulted in scheduling games not desired by school authorities. The first and last dates during the season on which games may be played are being established in more states each year. Definite stands are being taken against post-season, all-star, and other non-school or nonathletic association-sponsored games.

**The Local Athletic Program.**—Increased attention is being given to the establishment and management of the local athletic program. It is being considered as part of the physical education program, and definite policies determine the manner in which it functions. Added attention is accorded to contest management details, with the result that a more desirable educational experience is provided for both competitors and spectators. It is significant to realize that less emphasis from a publicity standpoint is being placed on interscholastic athletics than was the case ten or fifteen years ago. In spite of this fact, however, nearly every high school of any size reports increased interest in athletics and the sponsoring of more sports than formerly.

**Safety Standards.**—More attention is being paid to the safety of participants in athletics today than ever before. This is evidenced by the use of better equipment, insistence on health and physical examinations for all participants, improvements in playing rules, better officiating, and the provision of athletic injury insurance plans in a number of states. Schools, also, are paying more attention to sanitation standards in the conduct of their athletic programs. It is very probable that, in the near future, an accounting will be taken to determine whether high schools are sponsoring athletic activities which don't properly belong in the high school category of sports.

**Board of Education Support.**—Boards of education continually are doing more to aid in the maintenance of the athletic program, both interscholastic as well as intramural. Statutes and court opinions vary in different states regarding the legality of use of public funds for interschool contests. In most of them, however, public funds are used for general equipment. It is significant that boards of education are aiding in the athletic programs of schools because it puts these activities in their proper educational place.

**Intramural Athletics.**—Broad programs of intramural athletics for boys and girls will continue to receive increased emphasis. They are basic both for education generally and for the interschool program which properly may be an extension of intramurals. The two are complementary to each other in most secondary schools. Intramurals should be a part of the physical education program; but, as such, they are generally maintained on an elective basis. In the concluding paragraph of his study Brammell says:<sup>2</sup>

When the complete data for intramural and interscholastic athletics presented in this report are scanned in the large, one has the feeling that the general program of intramural sports is in the process of establish-

<sup>2</sup> P. Roy Brammell, *op. cit.*, pp. 142-143.

ment, while the program of interscholastic athletics is in the process of adjustment. Both are being appraised in the light of educational outcomes, and, rightly selected and administered, both are felt to contain definite educational values. The schools in this study which seem to be setting the pace in this field are headed definitely in the direction of dove-tailing these activities and making both of them parts of a larger program which includes not only them, but also the health work in the schools and the work in physical education.

**Athletics for Girls.**—Interschool athletics for girls are being sponsored by fewer high schools annually. In their place comprehensive intramural programs are being substituted. In connection with the intramurals there are interschool play days and local and state girls' athletic associations which have point award systems. Some state athletic associations have eliminated all interschool athletic competition for girls and substituted the above. The general criticism has not been so much against competition for girls but against some undesirable circumstances under which it has been held.

**Community Responsibilities of Athletic Coaches and Physical Education Teachers.**—The athletic coach and physical education teacher of the future will not consider their work as being confined entirely to school assignments. With enforced increase in the leisure time of many people the community will look to school athletic and physical education people for the direction of their recreation activities. Those teachers will be doing themselves real favors by being prepared and willing to handle this work. It also is an effective means by which they may make themselves indispensable to the school and community.

**Classification of Schools.**—There is a growing tendency on the part of state athletic associations to classify member schools for athletic competition. This results in greater equity in meet or tournament play and often schools of comparable size form leagues for season schedules.

**Meets and Tournaments.**—Because of the influence of the National Federation of State High School Athletic Associations, national meets and tournaments no longer exist. Comparatively few interstate meets are held and then only upon receipt of approval of states concerned and the National Federation. Two tendencies are developing in state tournaments and meets. In a few states, only district or regional competitions are held. In an increasingly large number of states each year schools are being classified for meet and tournament play. This not only equalizes competition but de-emphasizes a single class championship. Honors are divided and taken more as matters of course. There are differences of opinion as to the educational value of state championship meets and tournaments in general. In most cases, however, the criticism seems to be against methods of control and attendant undesirable situations rather than against the actual competition itself.

**Junior High School Athletics.**—Differences of opinion exist as to the advisability of interschool competition for junior high school students. The Legislative Council of the American Association for Health, Physical Education, and Recreation has gone on record as being opposed to such a policy. Better practices seem to obtain in schools with broad intramural programs or variations of them, with possibly a limited amount of carefully supervised interschool play.

**Sportsmanship and Citizenship in Athletics.**—Rules, regulations, policies, and programs are valueless unless the individuals affected by them are made better by the experiences they have had. We have definite ways of observing whether or not our athletics are paying dividends in good sportsmanship and better citizenship. The values of "carry-over" activities in education may be debatable, but who can question the value of knowing the rules of a game, playing

fair, hard, and clean, and being a good sportsman. The potentialities of teaching character and coöperation are unlimited as is indicated in this concluding analysis of "Athletics."

The *A* in athletics stands for ambition—ambition to be the best possible player in one's position on the team.

The *T* in athletics stands for training—the first requisite of any athlete.

The *H* in athletics stands for honesty—honesty to one's self and one's teammates.

The *L* in athletics stands for loyalty—loyalty to team and to school.

The *E* in athletics stands for eligibility—without which an athlete is valueless to his team.

The *T* in athletics stands for trustworthiness—a trait all good athletes possess.

The *I* in athletics stands for improvement—which is always observable in good athletes.

The *C* in athletics stands for courage—courage to do the thing that is right regardless of how the game is going.

The *S* in athletics stands for stick-to-it-iveness—the best trait in any athlete.





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